

DEMOCRACY IN EDUCATION ☆ EDUCATION FOR DEMOCRACY

**LABOR'S  
CHALLENGE**

*A New AFT  
film strip on the  
History  
of the  
Labor  
Movement*

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After 10 Years**

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AFT

**The American Teacher**

## DID YOU *Know That?*

JESSE HUNTZINGER, a member of the Anderson, Ind., Local, was elected city councilman from the sixth district. He had been the Union's representative on the Madison County Tax Adjustment Board for the last two years.

THE DECEMBER issue of the AMERICAN TEACHER was sent to the nine regional directors of the Office of Civilian Defense, by the Labor Division, calling their attention to the V-Home sticker and other Civilian Defense materials.

THE KANSAS CITY AFT is arranging to give a subscription to the AMERICAN TEACHER to the chairman of the Educational Committee of the Central Labor Union. A special subscription rate has been arranged for such gifts.

CINCINNATI TEACHERS, who received an "emergency temporary increment" of \$8.00 per month (reported in the January AMERICAN TEACHER), have had that increment increased to \$12.00 per month, effective from January 1, 1943 to January 1, 1944.

THE SELECTIVE SERVICE discovered among its potential 1-A selectees 433,000 functional illiterates.

AFT MEMBERS in Belleville, Ill., worked 650 extra hours, helping to register people for B and C gasoline rationing books.

HARRY R. HAZEL, national AFT organizer, showed in a recent study that 80 per cent of the teachers attending meetings at which he spoke signed charter petitions.

JOHN J. SOUTER, former president of Local 511, East Chicago, Ind., has been named an instructor in the Liberty Air Academy in Tucson, Ariz.

TWO MEMBERS of the labor movement, one AFL (Pilots' Association), the other CIO (Textile), were with Captain Rickenbacker's group in the plane wreck.

## TEACHERS UNION IN ACTION

**540** ROCKFORD, ILL.—The Union is working with a citizen group on the nursery school problem, and with the Board of Education on a salary adjustment.

Twenty-five copies of the December issue of the AMERICAN TEACHER magazine were distributed among non-members, as a means of interesting them in the AFT.

New officers elected by the Rockford Local are: John H. Benson, president; Bertha Bardo, vice-president; Emeline King, executive secretary; Bernadotte Robertson, recording secretary; George A. Berg, treasurer; Raymond Froelich, legislative representative; Raymond C. James, sergeant-at-arms.

\* \* \*

**479** CINCINNATI, O.—Three nursery schools were opened in public school buildings a few months ago. The Teachers Union was instrumental in arousing interest in the necessity for establishing such centers. The city-wide committee on the day care of children is under the auspices of the Hamilton County Defense Council, on which Council a member of Local 479 serves as representative of labor.

Twenty-five copies of the December issue of the AMERICAN TEACHER were distributed to school representatives, who gave them to teachers showing interest in the Union.

\* \* \*

**337** ERIE, PA.—The Teachers Union, in cooperation with Julian Polaski of the Pennsylvania Assembly, is attempting to introduce a bill into the Pennsylvania House of Representatives, recognizing tuberculosis and nervous disorders as occupational diseases, and seeing that teachers who contact these maladies on the job be given compensation on the same basis as workmen in occupational jobs, who contact disease by being exposed to unhealthy conditions peculiar to their work.

Inasmuch as certain school districts now require that prospective teachers undergo a thorough physical examination, including an X-ray of the lungs, and since these teachers are required to undergo the same rigid examination annually thereafter, the Local feels that those teachers who contract tuberculosis or nervous disorders do so because of their exposure to the maladies at

their work. They should therefore be compensated for the time lost by a law protecting them, as other laws protect personnel in other fields of endeavor in which certain dangers to the health of an individual are recognized as peculiar to the conditions of work of that individual. Robert Hickman and E. R. Abramowski comprise the committee working to bring about the passage of the bill.

\* \* \*

**683** BLUE ISLAND, ILL.—The Board of Education awarded a forty dollar check, in addition to regular pay, to the teachers of the West Harvey schools, as the result of a meeting of the Board with the teachers and with Helen Taggart and John M. Fewkes, on December 7. All of the teachers of the West Harvey schools belong to the Local. Through the efforts of the Union, the teachers of Midlothian, Ill. have received checks for some of their back pay.

\* \* \*

**519** ANDERSON, IND.—At their regular December meeting, the Union had the unique experience of receiving into their membership, C. D. Rotruck, the newly-elected mayor of the city of Anderson, who at the time of his election was an active instructor in the Anderson High School.

Through negotiation with the Board of Education, the Anderson teachers were granted the extra \$100 unit pay given by the state of Indiana. In addition, all non-teaching school employees were granted an additional \$100 salary increment.

\* \* \*

**653** ST. JOSEPH, MO.—The Teachers Union expanded from 21 members in December, 1941, to 110 members in December, 1942, a gain of 500 per cent.

The Local was organized in May, 1940, by ten teachers in St. Joseph, who worked to improve the financial status of the schools and teachers. A questionnaire was sent by the Local to the teaching body, the answers to which showed strikingly the economic gain to the community of the expenditures of four hundred school employees. The result from this questionnaire was an access of good will among teachers, school authorities and the public.

# The American Teacher

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The American Federation of Teachers

AFFILIATED WITH THE  
AMERICAN FEDERATION OF LABOR

GEORGE T. GUERNSEY, Editor

Editorial Board: Helen Taggart, Chairman; Arthur  
Elder; J. C. Harger; and Irvin R. Kuenzli.

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## Teachers Union Charters 13 New Locals in One Month

Since December 22, 1942, 13 new AFT locals have been chartered, this period forming one of the most successful organizing drives in the history of AFT.

The new locals chartered are: No. 735, Ashland, Ohio; No. 736, Covington, Kentucky; No. 737, Lake County, Minnesota; No. 738, Council Bluffs, Iowa; No. 739, DeKalb County, Georgia; No. 740, East St. Louis, Illinois; No. 741, New London, Connecticut; No. 742, Helena, Montana; No. 743, Granite City, Illinois; No. 744, Kenton County, Kentucky; No. 745, Newport, Kentucky; No. 746, Portsmouth, Ohio; No. 747, Winona, Minnesota.

According to Secretary-Treasurer Irvin R. Kuenzli, the membership of the AFT has more than quadrupled in the last decade. Although the Union has been in existence for 25 years, the majority of the present membership has been acquired during the last ten years, the total membership having increased from less than 6,000 members in 1933 to approximately 30,000 today.

## 'American Teacher' Plans Special Issue for April

At the December meeting of the Executive Council of AFT, the Editorial Board met with Dr. John Childs, chairman of the AFT Commission on Post-War Reconstruction, to plan a special issue of the *AMERICAN TEACHER*, to be published in April, to coincide with the Thomas Jefferson Day meetings (April 13) which are being planned by the Commission.

In addition to some of its regular features, the special issue of the magazine will carry statements from leaders of the United States, England, China and Russia on war aims and peace aims; an article by John L. Childs on the century of the common man; an article by George S. Counts on the concept of the United Nations in war and peace; a statement on labor and the post-war world; a summary of various peace plans; a statement on the role of education in the post-war world; a special four-page book section on books which have significance for this period; a bibliography of other books, and a section of documents of the present war.

In order to assure the widest possible distribution of this issue, a special price is being set of five cents per copy, in bundle lots of 25 or more.

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All bundle orders for this issue must be in by April 1, in order to insure delivery by April 13.

### **AFT Member Predicts Need for More Government Control**

According to a communication received from Alfred Baker Lewis, AFT member of Local 189, what is needed for the future is more "government regulation."

Mr. Lewis says, "The government's figures show that between 1919 and 1929 the index number for the actual physical output of goods in manufacturing increased by 42 per cent. It is amazing but true that this 42 per cent more goods was turned out by 6 per cent fewer workers, due

to the rapid introduction of labor-displacing devices. Certain economic factors compelled employers to raise wage rates somewhat, so that the total payrolls in manufacturing went up by 11 per cent during that decade. (These figures are from the Biennial Census of Manufactures 1931, pp. 18, 19, and 20.) But you cannot sell 42 per cent more goods to people with only 11 per cent more pay on any price basis that is satisfactory to the owners of industry. Therefore, the enterprise of profit seekers, free from all but a very little government regulation for the benefit of workers or consumers, caused a deficiency of purchasing power, lack of an adequate market for the products of industry and agriculture, and a severe depression."

## **What Was the WPA?**

By **MARK STARR**

The liquidation of the WPA deserves some comment because many of its activities were in the field of education. Some members of the AFT looked with suspicion upon its activities because they feared it would mean that untrained and ill-prepared teachers would be introduced to the danger of standards. However, this fear was not well based. Instead, the WPA through its cultural, music, art, drama, vocational training, naturalization, adult education and workers' education projects made a valuable contribution to the human resources and well-being of the U. S.

Critics of the WPA have always failed to state what would have happened in those desperate depression days if the various emergency relief projects had not been adopted. They ignored the difficulties of operating such a federal scheme in the United States through the agency of state and local groups, mixed in their composition and unaccustomed to operating agencies for the public good and free from political considerations. Then too the weakness of a personnel selected almost exclusively on the basis of its poverty presented obstacles to efficiency in administration which no in-service training could fully overcome. Some conscientious student of the American way of life will, we hope, some day estimate the perils of blind rebellion born of hunger which we es-

The candidate for the directorship of Adult Education of New York City explains how the WPA helped to preserve the American way of life.

caped, evaluate the services provided by the WPA and give it the credit which it deserves.

In most of our large cities, the advances made in adult education, and in such services as hot lunches for school children, nursery schools and citizenship classes should be preserved because many of them have proved their permanent worth to community welfare. The WPA pioneered in making education continuous from the clinic to the crematorium. Many of the projects of the WPA should not be hastily liquidated but should be salvaged and placed upon a permanent non-relief basis. This attitude was endorsed by the Gary Convention of the AFT. However, that will not happen unless in every community there is a vigorous demand for these services to be continued and for the precedent of federal aid for adult education to be preserved. Particularly the labor unions should follow the lead given by the AFL and CIO conventions, because workers education by the help of the WPA attained unprecedented heights.

So far as the Workers' Service Program, WPA, is concerned, an attempt is now being made to replace it by a labor extension service operating as a part of the US Department of Labor, somewhat similar to the Extension Service of the US Department of Agriculture. More than ever the

labor unions now need an intensive and extensive program of education and information for their members. Specifically, information is needed on labor laws affecting war industries; on labor relations, in connection with labor management committees and on problems of trade union organization. In every community workers are faced with acute situations involving health and safety, including civilian defense, housing shortages, and consumer problems, related to rationing and price control. The techniques of using visual materials, radio, moving pictures, exhibits, labor libraries should be more widely understood by union education committees and union members. Without this broad educational program, labor is not prepared to meet the many new responsibilities it is asked to undertake, in cooperation

with employers, government agencies, and various community organizations. Information agencies, in this plan, will be used more than formal classes, and labor representatives will participate in control and administration.

The stresses of wartime and the fundamental readjustment which industry will face when peace comes will test our social intelligence to its depths. The advances made in adult education by the help of the WPA will be particularly important to help the common people of the United States make this truly their century. "Give the people light and they will find the way." And one way of giving the necessary light is to see that the accomplishments made under the WPA will be recognized and made a part of our educational system.

## **Full Salary Restored to Chicago After 10 Years**

By IRA S. TURLEY

IN THE dark days of 1933, 23½ per cent was cut from the salaries of Chicago teachers. A bad tax system, in which 1929 collections were postponed two years after the coming of the depression and consistent waste in many areas of school expenditures, had led to two years of payless pay days and then to a cut of 15 per cent on monthly salary and the shortening of the term by one month.

By the following steps this cut has been restored:

- 1937—four days restored
- 1938—six days restored. 7½ per cent pay cut restored
- 1939—five days restored
- 1940—five days restored
- 1942—2 per cent pay cut restored
- 1943—5½ per cent pay cut restored

The story of the vigorous efforts of the Union to get public support and to get new legislation passed to meet the situation, without knuckling to the political authorities by retreating in our fight to oust political employees, has been told to the members of the American Federation of Teachers in previous issues of the **AMERICAN TEACHER**.

Final payment of 5½ per cent brings salaries to pre-depression schedule; Union fights for additional adjustment for elementary teachers.

The salary problem today is complicated by the rising cost of living and the failure of the Board to respond to the Union's efforts to improve the economic condition of Chicago elementary teachers. The following rehearsal of the steps taken at this budget period stresses the continued need of this group of Local 1's membership.

Following the program adopted by the House of Representatives in December, 1939, the Executive Board and officers of the Chicago Teachers Union have made consistent attempts to secure a tenth year for elementary teachers before the complete restoration of salary. Despite our efforts to secure a tenth year, we have been granted only the full restoration of salaries for all employees of the Board of Education, and we still have as our first objective in the salary situation "a tenth year for elementary teachers."

On November 26, 1941, the officers, together with Helen Taggart, were able to appear before the Board of Education through the efforts of the Grievance Committee of the Chicago Federation of Labor. We presented to the Board the history of the salary schedules, showing how the high school teachers had ten years on theirs

and the elementary teachers had nine and urged that the extra year be added to the elementary salary schedule. We showed that the elementary teachers' salaries in Chicago at that time ranked seventeenth in the cities of larger size throughout the nation. By a comparative study Miss Taggart showed that the teachers, with their increases up to that time, still had a lower purchasing power than in 1933.

Throughout the negotiations, we were faced with the fact that the Board of Education had established a policy of full restoration of salaries before any adjustments were made in any salary schedule. As a result of this, teachers and other Board employees in the city of Chicago were granted a 2 per cent restoration of their basic salary schedule for the calendar year of 1942.

During 1942 the officers have been in constant touch with the individual members of the Board of Education and the Board as a whole, endeavoring to secure the tenth year for elementary teachers. In June, the House of Representatives of the Chicago Teachers Union authorized the officers to request of the Board of Education that should sufficient savings have been made during the first half of the calendar year, such savings be used to raise the salaries of the elementary teachers. Since the changing of salaries within a budget year is illegal, this request was not granted.

On November 4, 1942, the officers, together with Blanche Krueger of the Membership Committee, appeared before the Board of Education to urge again the addition of the tenth year for elementary teachers. At this time, Mrs. Kathryn Breen, secretary of the Chicago Teachers Union, made a strong plea for the addition of the tenth year. She showed the Board of Education that with the deductions for pension, bonds and taxes, an elementary teacher at the top of the schedule would have about \$140 per month for living expenses and how that broken up into allotments for different items of the teacher's budget, left the teacher little choice in his buying. At that time the members of the Board assured us that all the savings that they were able to make during 1942 would be applied towards the restoration of salaries for employees of the Board of Education but that the tenth year for elementary teachers would still have to wait until after the full restoration.

Christmas morning, 1942, teachers were greeted by a headline in the morning papers quoting

President James B. McCahey of the Board of Education to the effect that salaries of all Board of Education employees would be restored to their base for the year 1943. This announcement was pleasing to all of us. We knew, however, that beginning with January 1, 1943, we would be faced with a five per cent Victory tax for 1943 and that the 5½ per cent restoration would give us money for that payment.

The officers were permitted to appear before the Budget Committee of the Board of Education on Thursday, January 7, to make any suggestions and requests of the Board of Education. At this hearing I pointed out that according to the formula adopted in the "Little Steel" decision of 1942, teachers and other Board employees should have an increase in their salary schedule of 10 per cent. I also urged that all elementary teachers be moved up one year on their salary schedule, or in other words, that each elementary teacher be given an increase of \$125 per year. This would have accomplished four things: (1) It would have compensated for the increased requirements now asked of elementary teachers, (2) It would have brought the salary of our elementary teachers into a better line with cities of comparable size, (3) It would have reduced the differential now existing between the elementary teacher and the high school teacher, and (4) It would have aided the elementary teacher to keep pace with the cost of living. We further urged that the playground teachers be included with the elementary teachers in this raise and that the playground teachers be given two weeks' vacation with pay. We also asked that teachers employed overtime in the shops be paid full salary for the time employed rather than the half time as at present.

We suggested to the Board of Education that efforts should be made to (1) increase the state distributive fund this year and to (2) increase the appropriation for dependent children by the state government. This would allow more money for use in paying teachers' salaries in Chicago. The Board of Education informed us that they had used all their available funds to make the 5½ per cent restoration and could, therefore, do no more in this calendar year.

The officers and Executive Board will continue their efforts both through the Board of Education and through the state legislature to secure funds for the increase in the salaries of Chicago teachers.

# He's In; You're Out— The Duluth Tenure Cases

By WARREN CREEL

THE Minnesota Supreme Court's decision on the Duluth tenure cases, handed down December 31, 1942, contains both a victory and a setback for tenure. In the 43 page decision, the Court reverses the action of the school board in discharging the two teachers, Virgil Ging and Elizabeth Bunting. Not only is the board's action reversed, but the Court bars the road which the Duluth school board thought was a detour around the tenure law. It is not possible to transfer teachers into another department, thus causing an overflow, and then proceed to discharge in the name of "discontinuance of position."

"The tenure law would be a mere gesture," says the decision regarding Miss Bunting, "if teachers holding positions in the intermediate or grammar grades could be transferred to positions in the primary grades in disregard of the rights of a teacher with tenure rights holding a position in the primary grades."

Again, "This rule (the school board's theory of the law) would permit the board to transfer an English teacher with a minor in history to the history department, to which he had previously never been assigned, even though a regularly employed history teacher with tenure rights thereby lost his position, as did respondent Ging in the instant case."

As the decision states, this is exactly what the school board did in Mr. Ging's case, while ousting him for "discontinuance of position."

Such a swing around the circle offers an inviting prospect of breaking tenure, and it was so used by the Duluth Superintendent, Dr. H. H. Elkema. The NEA Tenure Committee which met in Duluth and investigated the situation in January, 1942, said in its report:

"At the very time the Superintendent was insisting that decreasing enrollment was causing a surplus of teachers, nevertheless, he was going outside of Duluth to hire new teachers, and evidence seems clear he had been doing so for several years. As a consequence at the same moment he was insisting upon the discharge of tenure teachers for want of position there were in the

The Executive-Secretary of the Duluth AFT summarizes a recent tenure decision of the Minnesota Supreme Court.

Duluth schools some 71 recently hired teachers who were not yet on tenure and who might legally have been dismissed without charges or hearing.

"New teachers were employed for so-called special subjects, such as music, physical education, industrial classes, etc., on the grounds that available tenure teachers were not qualified. Gradually these special subject teachers acquired programs increasingly academic until in some cases the transformation from special to academic work was practically complete. Thus the academic field became overcrowded, while further openings were created for special subject teachers. Such a process could be carried on indefinitely and so circumvent the tenure law."

Judge Mark Nolan, in the District Court, in his decision for the teachers reached the same conclusion, "that there was a studied attempt to adjust the schedules of the non-tenure teachers in the system so that neither Mr. Ging nor Miss Bunting could claim a priority over the assignments of any of them."

The Duluth school board's theory of unlimited power to hire, transfer and fire led to a wholesale attack on the school personnel. At the time the Ging-Bunting cases went to hearings, there were 18 teachers teaching classes who had either half year contracts or no contracts, all because of "lack of pupils"—yet all had classes. Four had been forced to take leaves of absence, because "jobs were not available," but then had been called to work, teaching regular assignments *for substitute wages*. One was in her old room, substituting for herself, for about half pay.

It was in the midst of this campaign that the Duluth Teachers Association, a long-established large independent organization, affiliated as a group and became Local 692 of the AFT.

The Supreme Court decision defines "position," and sets up an impersonal rule which will prevent such political maneuvers designed to break tenure and to revive spoils politics in the public schools. That is the victory.

The set-back for tenure in the decision comes in a form which neither side expected or thought possible. The Supreme Court, while reversing the school board's action did not order the teach-

ers reinstated. It ordered the school board to hold a new trial, and take new evidence, to see if another interpretation of the law will justify going ahead with these same proceedings, begun sixteen months ago and reversed by two courts!

"Having laid bare the erroneous theory upon which the board proceeded, both the lower court and this court exhausted their judicial power of review," says the decision. A school board, as an administrative board, is held independent of judicial review to some extent. "The board having determined the administrative question before it with the incorrect view of law in mind, upon reversal, the lower court, without attempting to decide the case on the merits, should have remanded the proceedings to the board and directed it to proceed under the correct theory."

This is putting a school board above the law with a vengeance!

Such a precedent puts a severe limit on a teacher's means of defense against illegal acts by a school board. Accordingly, the Duluth Teachers Association has filed a petition in the Supreme Court asking for reargument on this point

of the decision, since in fact it was not argued at all, not having been raised by either side.

The Association's attorneys, Leslie High and Oscar Hallam, contend in the petition that the error of the Board was not in the administrative field, but a judicial error, a mis-interpretation of the law, and subject to correction by the court. Tenure would mean little, "if, in the event the Board misconceives its rights under the law and fails to prove a case it is automatically reinstated in the right to hear and decide again without limit."

This special immunity for administrative boards goes to the heart of teacher rights and school board powers. Reargument on this point will cause some delay in the settlement for Mr. Ging and Miss Bunting, but they are petitioning for reargument because of the importance of the issue for the profession in future cases.

As this is written the petition has just been filed. Probably within a few weeks the Court will act, either granting the petition, thus re-opening the point at issue, or refusing the petition and closing the case.

## ***Education and the Post-War World***

**By JOHN L. CHILDS**

**W**E LIVE in one of the great transition periods of human history. Developments in science and technology have extended man's control over his physical environment; they have specialized production and vastly increased its potentialities; they have deepened the interdependence of groups, nations and races; they have contracted the world to the dimensions of a neighborhood; and they have increased the range and the destructive character of war. Confronted with these revolutionary changes in life conditions, and the insecurities, dangers, new possibilities and hopes inherent in them, the democratic forces of the world must re-examine all estimates of what is counted necessary, desirable and practicable. The stakes of this war are not merely national survival; they also include the right to pattern and organize the new world

**The Chairman of the new AFT Commission describes its plans for developing closer coordination between teachers and the American Federation of Labor.**

which these technological and social developments make possible. The policies we develop, and the institutional changes we achieve both during and after the war, will condition the life of the human race for generations to come.

These considerations have definite implications for labor and education in the United States. At the close of the war our country will be one of the most powerful of all the nations. Indeed, from the standpoint of capacity for production, trained man-power, and political and moral influence, her position probably will not be equaled by any other nation. Much depends on how we use this vast national power and prestige. The policies our country adopts, both in its domestic affairs, and on the plane of international relationships, will play a crucial part in determining the shape of the post-war world. Organized labor

and public education sustain a dual relation to this fateful situation.

On the one hand, both of these movements will be powerfully conditioned by the posture events take in the years following the defeat of the axis powers. Neither organized labor nor public education has any promising future in a society that does not remain free and open to change. Neither has any chance for healthy growth in a society that fails to reorganize so as to utilize its productive powers, and to give employment to all of its adult members. Neither has any future in a world premised on the indefinite continuance of militarism and war. Both labor and education require a world organized for security, peace, production and freedom.

On the other hand, labor and public education are two powerful forces in the United States, and they therefore do not have to stand on the sidelines while the pattern of history unfolds. United in a militant, informed and responsible program under resolute leaders they can exert great power in giving shape to the post-war world. The American Federation of Teachers organically related to both the world of labor and education should make the most of its strategic position at this critical time.

It was this conception which prompted the last national convention of the AFT to call for a Commission on Education and the Post-War World. That Commission has been appointed and is already at work. In addition to the chairman its members are Selma Borchardt, George Counts, John Fewkes and Irvin Kuenzli. It is preparing a series of Reports on labor and education viewed in both their national and international relationships. The first of these Reports, written by George Counts and John Childs, is on the central issue of "The United States, The Soviet Union, and The Communist Party in the Post-War World." This Report has been read and unanimously approved by the members of the Executive Council of the AFT, and is soon to be published by the John Day Company. Other reports on the problems of youth, of public education and of labor and education are also projected. The Commission in cooperation with the Editorial Board of the *AMERICAN TEACHER* plans to bring out a special number in April on the theme "A People's War and a People's Peace." Plans are also under way for a series of simultaneous mass-meetings of workers and teachers which will be addressed by representa-

tive labor and educational leaders on this same theme. The Executive Council of the American Federation of Labor is considering the proposal for these meetings at its next session.

Finally, and most important of all, the American Federation of Labor at its last convention authorized the appointment of a Committee on the Post-War World. President Green has now appointed a committee of nine to work on this problem. In selecting the committee he recognized the American Federation of Teachers and invited the chairman of its commission to be a member. Matthew Woll, chairman of this AFL committee, plans regular stated meetings. It is interesting to note that people from all parts of the country have written to express their appreciation that organized labor has taken this step. This time we must win the peace as well as the war.

## Chattanooga Teachers Receive Salary Increase

By EDMUND HOOSER

**T**EACHERS of the Chattanooga and Hamilton County school systems have received another increase in salary based on schedules which were approved by the Chattanooga-Hamilton County Teachers Union, Local 246, and which are similar to schedules proposed by the Union. Moreover, it seems likely that there will be an increase according to the schedules next year. The Negro teachers, also, have had their share of the increase, which, largely because of the efforts of their Union, Local 428, has not been given in a proportion different from that provided for white teachers.

The story of the manner in which the Unions have fought their battles in an attempt to make the officials of county and city aware of their needs, is a long one covering a period of several years. It was told by Stanton Smith, the first president of Local 246, in the *AMERICAN TEACHER* issues of February and October 1941, and by C. B. Robinson, President of Local 428, in the issue of January, 1942. It is a story in many parts, and it includes: the work of committees of Local 246 in planning salary schedules for city and county, which were enacted as local measures by the state legislature; court action

brought against city and county to force recognition of the salary laws (laws later invalidated by the state supreme court); the political power of the labor movement and the support given to the teachers' cause by the representatives of labor; and a suit filed in 1941 by Negro teachers of Local 428 for a single salary schedule.

Each step which has been gained toward the salary schedules has cost an extra struggle on the part of Union members. It has been necessary to explain the schedules to school officials, collectively and individually, and to send representatives to open meetings as well as many executive sessions. To make it obvious that our requests were not unreasonable, facts were collected and presented concerning salaries paid to teachers in other school systems.

In the Hamilton County system the first step in the schedule was given in 1936. The second and third steps were given during the past two years. In the city system two steps have been given.

When several members from the Teachers Union called, last summer, on a member of the city Board of Education, who is also head of the Chamber of Commerce, to discuss salary needs, they were told that it might help their cause considerably if the Union would make the general public aware of the achievements and aims of the public schools. Believing this to be a good suggestion, the teachers presented it to the Union, which appointed a committee to arrange a publicity program. The program is to be continuous and will be flexible enough to include whatever may seem worth using at any time. The plans are still in the process of development, and there are regular meetings of the committee to discuss them.

In general, it may be said that the publicity program will include whatever it is believed will increase public understanding and appreciation of its schools and help parents and citizens to know about their objectives, achievements, and needs.

American Education Week provided the first important opportunity for publicity since the program was begun. In preparation for the activities of the week, a special bulletin was prepared by the Local and mailed not only to members but to all teachers of the city and county, and to the officials of both school systems. Since "Education for Free Men" had been chosen as the theme for the activities, it was used also as

the theme of the bulletin. Excerpts from speeches of the president of the United States and other people prominent in the nation were given to show that, in a crisis such as the present one, there is general recognition of the fact that education is of primary importance in accomplishing our purposes both in war and in peace. Equality of educational opportunities for all children in the country was emphasized as a necessity to which we cannot be indifferent if we are to continue to enjoy the way of life which seems to us the most desirable.

Almost every day during Education Week there was an item or a photograph in the Chattanooga newspapers in which the activities planned for American Education Week were announced or described.

The radio forum was an activity in which many people participated. The teacher of speech in a county high school arranged a panel discussion for her pupils entitled "The Four Freedoms" in which they spoke of the policy which the schools must pursue in order to insure the freedoms. A teacher of English in a high school of the city system prepared a panel discussion for some seniors of the school in which something of the history of public education in Chattanooga was given and the role of the schools in the life of the city was explained. A teacher from a junior high school arranged a discussion for her pupils in which they told what junior high school pupils have contributed toward the war effort. Besides the radio forums arranged for school children, there was one in which teachers, a principal, and an officer of the Parent-Teacher Association discussed the part that the public schools have in a democratic way of living.

A movie trailer, "Education for Free Men," was secured and shown during American Education Week at two or three of the largest theaters of the city.

If the other plans for acquainting the people of Chattanooga with their schools are carried out, there will be exhibits of the work of pupils of all grades at the largest auditoriums in town, a bulletin of the creative work of children, and regular news articles in the city newspapers about the work of the schools. Partly by such methods as these do the members of Local 246 hope to convince people of Chattanooga and Hamilton County that, in a democratic society, the interests of citizens, parents, teachers and pupils are identical.

# **A Positive Constructive Liberalism for Teachers in the Labor Movement**

This speech by an outstanding Catholic liberal was featured at the New York Teachers Guild Educational Conference in December.

By Rt. Rev. JOHN A. RYAN, D.D.

THE ADJECTIVES in the title of this address imply that liberalism is not a simple, rigid concept. The Teachers Guild is aware of other kinds of liberalism than that which is "positive and constructive." As a matter of fact, very few words that have done duty as shibboleths embrace so great a variety of meanings or have been used with greater lack of precision. Therefore, I shall begin with a few preliminary definitions.

Liberalism may denote a disposition of will, an attitude of mind, or adherence to a set of opinions. Accordingly the liberal is a person who is generous, tolerant and inclined to credit with sincerity those who differ with him; he is unprejudiced, open-minded and friendly to new ideas; his opinions tend to magnify freedom and to diminish restraint and authority. Liberalism may exist in many fields of thought and discussion: economics, politics, governmental policy, religion, education, science, philosophy, ethical theory and practice, social conventions, et cetera. A person can logically and consistently be a liberal in some of these departments and a conservative or authoritarian in others. He can look upon complete and centralized authority as reasonable in some and as unreasonable in others of these spheres of thought and action. For example, he can be a liberal in politics and economics and at the same time an authoritarian in religion. Many men find no difficulty in taking a diametrically opposite position under both these heads.

One of the best known uses of the term "liberalism" is that which has for many years prevailed on the continent of Europe and in some Latin-American countries. Those who profess this variety will almost invariably be anti-clerical, which is frequently an euphemism for anti-Catholic. On its theoretical side, this continental liberalism denies or minimizes the authority of God and of the church over the human intellect.

On its practical side, it denies or minimizes the authority of God and of the church over human conduct. Both the theoretical and practical forms of continental liberalism exhibit several degrees—from the complete denial of divine authority, doctrinal and legislative, to the rejection of church authority outside those principles of faith and morals which enjoy the prerogative of infallibility.

If I were required to describe, in a single sentence, a man who deserves to be called a liberal I should write it thus: A liberal is a tolerant person who is a democrat (with a small "d") in politics, who believes in ample economic opportunity for the masses, and who lays strong emphasis upon freedom in speech, in writing, in theological opinion, in education and in civil activities of all sorts. To be sure, many liberals demand an excessive amount of freedom for themselves in one or more of these relations, while others are intolerant and illiberal liberals; but this short description does indicate roughly the limits and the content of adequate liberalism.

Probably the kind of liberalism that interests us most is that which has to do with economic theories, practices and institutions. In this sphere, the meaning of liberalism has undergone not only profound modifications but a complete revolution. From the time of Adam Smith down to the middle of the nineteenth century, and for some decades longer in France and the United States, economic liberalism signified the freedom of industrial activities from restraints imposed by the civil law. It held that "the best government is that which governs least," that freedom of contract should hold sway almost without exception, that civil and political equality by themselves provided all the economic freedom and opportunity that any citizen could reasonably demand; in a word, that liberalism in the economic sphere was identical with the policy of *laissez-faire* (Pius XI, 164).

All these positions are flatly—sometimes contemptuously—rejected by the man who today calls himself an economic liberal. In our time, economic liberalism advocates all those measures of government and those activities of private organizations which promote opportunity for

the masses and protect them against economic oppression under the guise of free contracts.

The old economic liberalism demanded freedom from public restraint; the new demands freedom from the restraints imposed by powerful private persons and corporations. The concept of freedom held by the old economic liberalism was almost entirely negative, absence of governmental restraint and compulsion. The concept of freedom entertained by the new economic liberalism likewise believes in absence of restraint, but conceives undesirable restraint as not merely governmental but private, produced by individuals, associations and institutions. A more significant difference between the old and the new economic liberalism is that the latter adds to the negative concept of absence of restraint the positive idea of opportunity. After all, opportunity, the effective power to do, to earn and to possess, describes the real end of all liberty and all rights.

The new economic liberalism was very well described by Justice Robert H. Jackson, in an address on "The Meaning of Liberalism," almost five years ago, when he occupied the position of Attorney-General of the United States. From this address I quote two sentences:

The liberalism of our day is concerned with the right of men in industry to be free from unfair labor practices, to enjoy the privacy of their individual lives without the invasion of labor spies, the right collectively to bargain, the right to have some security of tenure in their jobs as against arbitrary dismissal, and the right to a place in our economy where they can apply their labor in return for the commodities which labor produces. And we are also concerned with the right to see that the surplus of production, above what labor consumes while producing, is in a proper proportion applied to protection against unemployment and against dependent old age, against industrial accident, and against illness.

This is the kind of liberalism that the teachers should strive to promote in the organized labor movement. This is "progressive and constructive" liberalism. Its most important specific elements and aims are: the right of labor to organize and bargain collectively through its chosen representatives; at least a decent minimum of compensation for every worker, and for labor as a whole a progressively larger portion of the national income; labor sharing in industrial management, as illustrated in the industrial committees established by the War Production Board; the union shop wherever it is necessary to prevent destruction of the union by

insidious managerial methods, and wherever the union shop promotes harmonious relations between labor and management; finally, extension of the Social Security Act and the expansion of the provisions.

All these reforms concern specifically the welfare of wage earners. Some of them have been already realized. To maintain them undiminished should be the object of continuous vigilance on the part of organized labor, including the Teachers Guild. Those reforms in the preceding list which have not yet been achieved or fully achieved should be fought for by all legitimate efforts and methods.

Economic liberalism champions reforms which would be beneficent to other groups as well as to employees. They, too, should commend the interest and support of the Teachers Guild. Here is a summary of the principal economic and social reforms achieved since 1933, within and without the field of labor relations: guarantee of bank deposits; reform of the Federal Reserve System; the Holding Company Act; the Tennessee Valley Authority, which provides for fair charges by the Electric Power Companies; the Social Security Act; the National Labor Relations Act; the Wages and Hours Act; the law which enables farm tenants to become farm owners, and the change in the attitude of the Supreme Court toward economic and social legislation.

While the legislation which established the WPA and the PWA has declined in present importance, it deserves brief mention as indicating a revolution in the attitude of the federal government toward the needs of the people. The first of these measures implies that our national government has the obligation of providing something like a tolerable living for persons who would otherwise become paupers; the second commits the federal government to acceptance of the economic theory that depression must be met by public spending. The National Labor Relations Act is by far the most beneficent labor law ever enacted in the United States. The Wages and Hours Law is equally helpful and even more revolutionary.

In the year 1920, five members were expelled from the New York Legislature, ostensibly because they belonged to a "disloyal" political organization, namely, the Socialist Party, but more probably because of their radical economic views. The most powerful factor in their expul-

sion was Mr. Sweet, at that time the speaker of the assembly. One year previously he had successfully opposed the enactment of a minimum wage law and an eight-hour law for women and minors. These proposals he characterized as "Bolshevistic." In 1923, the United States Supreme Court declared minimum wage laws for women and children unconstitutional. However, in 1937, the same tribunal upheld the minimum wage law of Washington State and explicitly reversed the unfavorable decision which it had handed down 14 years earlier in the District of Columbia case. In 1941, the Supreme Court upheld the Federal Wages and Hours Act in these terms: "Since our decision in *West Coast Hotel v. Parrish*, it is no longer open to question that the fixing of a minimum wage is within the legislative power and that the bare fact of its exercise is not a denial of due process of law under the Fifth more than under the Fourteenth Amendment."

How will the foregoing liberal measures fare in the immediate future? Will they continue in operation after the war, or after Franklin D. Roosevelt leaves the White House? If the history of World War I repeats itself at the end of the present global conflict, a systematic and powerful attempt will be made to take away from organized labor not only the gains made during the present war, but some of those which antedated that event. These questions cannot now be answered with any degree of confidence. The mild setback sustained by economic liberalism at the recent congressional elections is undoubtedly disturbing enough to put all its friends on their guard. The most immediate task of the Teachers Guild and all other friends of humane liberalism is to oppose with the best of their ability any attempt to destroy or substantially to weaken the National Labor Relations Act. They should recall that the Smith Bill which would have done this very thing passed the House of Representatives by a large majority a few months ago. In all probability, it or something very like it will be offered again in the Congress which assembles at the beginning of the year 1943.

Teachers in the labor movement can serve progressive and constructive liberalism by endeavoring to correct certain abuses of power in the unions. These improper practices not only injure individual workers but bring discredit upon the general cause of organized labor. They

lower the standing of the labor movement in the eyes of outside persons who would otherwise be friendly. Racketeering in the unions I pass over because it is an obvious evil and because I do not see just what the teachers can do to correct it. A more important and more difficult abuse is found in various restrictive union practices, for example, the insistence upon hand brushes instead of spraying machines in the painting industry; the recent banning of canned music by the musicians' union; the jurisdictional disputes between different crafts in the building trades and elsewhere.

All these evils spring from one general source, namely, scarcity of jobs. The painters fear that the use of spraying machines will throw many of them out of employment; the musicians know that many of them cannot find employment in their trade because of transcribed musical records; the plumbers feel that if some of their tasks are taken over by the steam fitters, or vice versa, some of them will be compelled to seek other work. For these conditions the only fundamental remedies are adequate unemployment compensation, an adequate dismissal wage and a program of retraining for those displaced by technological changes. The cost of progress in industry should be borne by industry itself instead of shifted as a burden upon the displaced workers. Teachers in the labor unions could make a considerable contribution to progressive and constructive liberalism by working for this humane solution of a very difficult problem.

It is not necessary to remind the Teachers Guild that they should continue their active and vigilant opposition to Communism. To organized labor, as well as to all other groups of Americans, Communism has nothing to offer except strife, false promises and futility. Nor should teachers promote any other form of collectivism, properly so-called. Collective ownership and operation of the means of production, or even of the greater part of the means of production, is not liberalism, under either the new or the old conception. True economic liberalism demands indeed a fundamentally reformed capitalism. The system of private ownership and management of the instruments of production must be modified by collective ownership of certain public utilities and national monopolies by wide extension of cooperative enterprise, by associations of workers and management in what

Philip Murray calls "industrial councils" and Pope Pius XI described as "vocational or occupational groups." The latter system, or anything like it, would be neither historical capitalism nor a dictatorial collectivism. Subject to the encouragement and supervision of the state, it would provide a practical scheme of industrial self-government and social justice, it would exemplify sane and progressive liberalism. I suggest the realization of it as a lofty and long-time objective for teachers in the labor movement.

Among the characteristics of a liberal which I mentioned at the beginning of this address, was tolerance. This attitude will always remain a pervasive element of constructive and progressive liberalism. Those who adopt it will not

hesitate to cooperate for common purposes with other groups whose liberalism in some fields will differ from theirs. Many persons whose idea and ideals of economic liberalism are the same as yours have other conceptions than yours concerning liberalism in philosophy, religion and education. Your assertion and defense of your own brand of liberalism in these domains should be carried on in such a way as not to antagonize those persons whose economic objectives are the same as yours. Honest convictions need not be given up or disguised; neither should they become an obstacle to common effort on behalf of liberal economic programs. This attitude and this policy are not the least important and beneficent elements in a progressive and constructive liberalism.

## **What Kind of a World Do We Seek?**

By **FRANK E. BAKER**

THE TITLE of this article assumes that we shall have a different world after the war. I hope my readers will accept this assumption without argument. Its validity has been sufficiently discussed at other times and in other places.

For the sake of clarity, I shall state what this assumption means to me: It means that the world is on the move. In the words of General Smuts—"Humanity has struck its tents and is on the march." It means that this world war is a violent manifestation of the march of the common man toward freedom and personal dignity, a movement that found its first political expression in our own revolution and took a wider swing in the French Revolution of 1789, in the German Revolution of 1848 and in the Russian Revolution of 1917. It is my considered judgment that unless this war marks another step ahead in this march it will be recorded in history as just another human futility.

With this introduction, I shall proceed immediately to a skeleton outline of the characteristics of the world we seek. Space forbids any detailed discussion of the different items.

We want a world that has abolished war. I agree with E. C. Lindemann that the supreme end of this war is to abolish war. Mr. Lindemann would not maintain that this is theulti-

The president of the Milwaukee State Teachers College discusses some of the problems of the post-war world.

mate end. He would, I am sure, agree that the ultimate aim is to make a better world for the common man to live in, but that this ultimate aim cannot be achieved until the world is freed from the scourge of war.

We shall not accomplish this aim by simply licking our enemies. While it is plain that permanent peace cannot come through force, it is just as plain that it can only be achieved by winning the war by the use of force.

The first condition of permanent peace will be the establishment of a group of nations bound together in international cooperation. Such cooperation cannot be brought about by a treaty of peace, or by international conferences. It can only be brought about by acts,—acts that shall have been started in the throes of war. The cooperation that has been brought about among the allies in the Lend-Lease Act, in unified commands, and through the magnificent cooperation of the North African campaign will form a foundation on which to build a permanent structure of international cooperation.

The main function of the peace conference that will follow the armistice will be to implement for peace the cooperative relations started in the war, and to create the framework for including other than the allied nations in the

cooperative relationship. This framework must even contemplate including, at a later time, the axis nations. The Allied nations in general and America in particular must be ready to make the sacrifices that will raise the Axis nations to the place where they will not only want to cooperate, but will be able to do so on democratic principles.

After the war the commissions and commands set up for cooperation in war must be succeeded by some form of world government. Again space forbids any detailed discussion of the framework of such a government. But one thing is certain—it must represent peoples, not nations. The failure of the League of Nations arose from the very nature of its membership. It was made up of 51 nations, each one retaining all of its sovereign powers. As a result, one member nation could block action and so the League failed in almost every crisis.

Personally, I believe that a world government based on lines similar to our own federal union is the only hope of the future. It is recognized that this involves some very difficult changes in the attitude of civilized peoples toward nationality. It involves first of all the giving up by the member nations of the control of all their offensive war strength, a very difficult thing for a nationally proud people to do.

Here is another international concern that cannot be brought about by decree or any form of international agreement. It can only be brought about through action,—practices which have already been started in wartime and must be extended to peace times. The difficulty in this delegation of sovereignty is indicated by the attitude of our own Congress toward the President's request that he be given authority to abrogate those restrictions on trade and entry that are hampering our war efforts. If the members of our own Congress, who should understand the needs of international cooperation in the time of war, remain so jealous of what they regard as their prerogatives, how much more will the common man hesitate to see the control of international trade, involving the regulation of tariffs, handed over to a world government.

In the second place, we want a world that uses all its resources to raise the standards of living. The National Resources Planning Board estimates that at the end of the war we shall be producing at the rate of one hundred billions of dollars a year. This means that our national in-

come will be at the same level. It means further that if we can maintain our rate of production and our national income at the level achieved during the war, we shall be able to raise the living of our own people to a new standard.

The wealth resulting from increased production that is now being expended for war materials can be used, if we plan our economy wisely, to raise the standard of living, not only of our own people, but of peoples everywhere. In fact, America must face a new frontier,—a frontier not bounded by the Mississippi River or the Rocky Mountains or the Pacific Ocean, but one having no limitations whatever except the boundaries of the habitable regions of the world. I refer to the frontier of the common man wherever he exists,—in China, in India, in the East Indies, the West Indies, in Mexico and Brazil. America must lead in accepting the obligation of raising the standard of living of the common man on all these frontiers. The first of them will be within our own borders and will involve the thirteen million families who, before the beginning of the World War, were living close to the poverty plane.

If we are to keep our production in peace to the level achieved in war, we must find peace-time sources of consumption for all that we produce. In raising the standard of living of those millions of families having a yearly income of less than \$1,200, we shall create, right in our midst, a potential purchasing power of many billions of dollars. Even that will not raise our purchasing power sufficiently to take up the slack in the transition from war production to peace production. We must find additional purchasing power on the new frontiers of the common man, outside our own boundaries. This means raising the standard of living of the peoples in all the civilized world. The Planning Commission has told us that if every man in Asia could produce one cent more per day, this alone would provide a potential purchasing power of four billions of dollars.

The first step in raising the productive power of the common man on the new frontier is industrialization. But someone will say that if we industrialize China and India and Brazil, we shall make those people self-sufficient and they will cease to provide purchasing power. Machines and technology do not make a people self-sufficient; rather they make a people dependent

*(Continued on page 18)*

## 'Labor's Challenge'

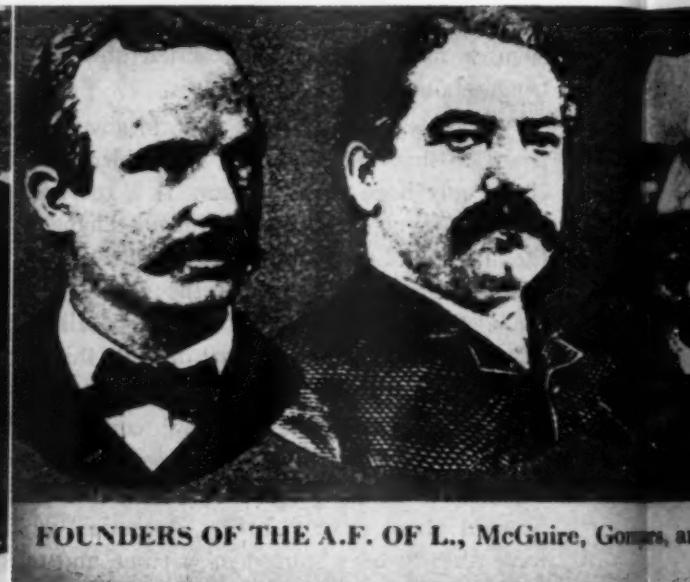
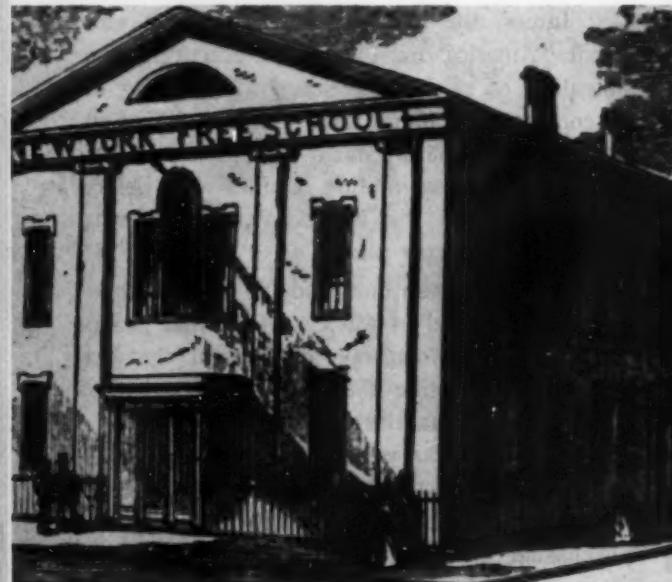
— a 35 mm film strip made by the American Federation of Teachers — which takes 30 minutes to show. AFT locals interested in showing the film at a Union meeting may make arrangements for scheduling it with I. R. Guenzli of the national office.

"Labor's Challenge" was made in cooperation with the Michigan Workers' Service Program, WPA.



This is the new union member whose questions about the labor movement are answered.

An early American story of the blacksmith's



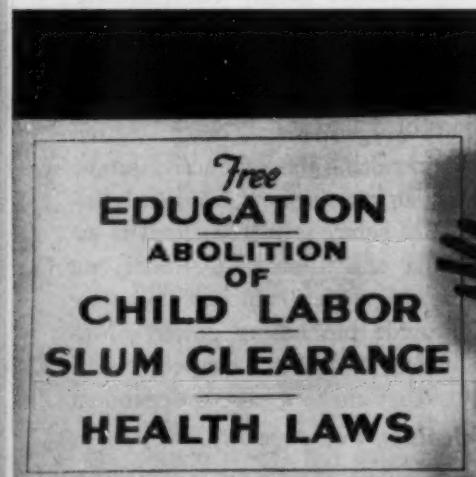
FOUNDERS OF THE A.F. OF L., McGuire, Gompers, et al.

• free public school system was one of the main planks in the platforms of workers' political groups.

In 1886 the American Federation of Labor, parent-body of the American Federation of Teachers, was founded.

• These are some of the goals, beneficial to all people, for which organized labor has fought and fights today.

(Below) These charts show that workers' output doubled between 1899 and 1929, while wages increased only one-fifth.



### OUTPUT PER WORKER

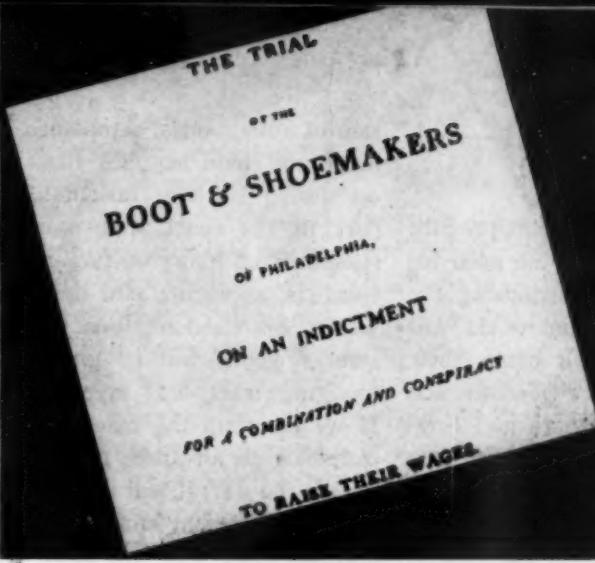


### REAL EARNINGS PER WEEK WHEN FULLY EMPLOYED

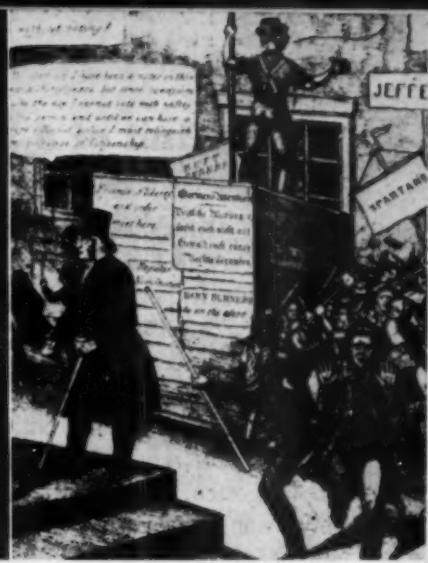




American factory and service station—  
the blacksmith's shop.



As early as 1790 the courts held that any union was an illegal conspiracy.



This early cartoon sought to disunite unions and popular political parties.



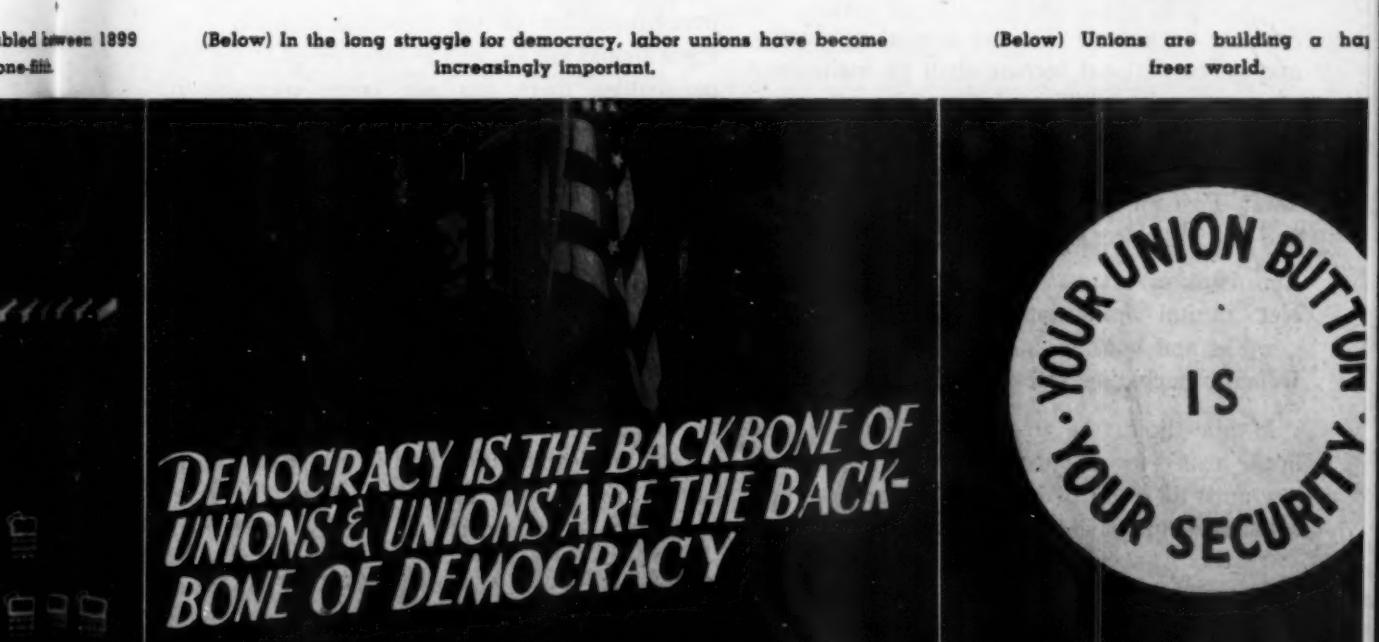
Göring, and Straaser.



Unions grew during World War I. By 1920, employers united "for the open shop."



Labor gained legal organizing rights and many new members under the NLRB.



## What Kind of a World—

(Continued from page 15)

on others. Machines enable people to produce more in certain lines, while raising the need for commodities in other lines. Industrializing the peoples on all the frontiers of the world will raise the standards of living and hence their needs for many lines of consumers' goods, which can only be purchased from America and England and Germany and France, or wherever they can be gotten.

We want a world in which there is no unemployment. Just now war production has reduced unemployment, and as war production increases, unemployment will be reduced very nearly to the zero point. The problem that faces us is maintaining this high standard of employment in the period after the war. It can only be done if production in peace is kept up to production in war.

An inquiring mind is led to ask why, if we can maintain production to capacity in times of war, it can not be done in times of peace. It can not be too often repeated that production can be maintained at full capacity only if the goods produced are purchased as fast as they are produced. Just now a large part of our production is being used for war needs. The National Resources Planning Board estimates our 1943 income budget as follows: Components 1943 or 1944 income (in billions and at 1940 prices):

Consumption .....	\$55
New capital formation .....	5
War (including outlays for plant, equipment and Lend-Lease) .....	40

Suppose we assume that our rate of production and hence national income shall be maintained at one hundred billion dollars after the war, then can we make our peacetime budget along the lines suggested by the same board as follows: Post-war income components (in billions and at 1940 prices):

Consumption .....	\$80
Net capital formation (including public works and housing) .....	10
Defense (including International RFC) .....	10

Manifestly in the transition period the men in the armed forces must be kept on government pay until they can be employed. Many of them will find employment in the peacetime produc-

tion of automobiles, aeroplanes, electrical equipment and food supplies that have been given up during wartime rationing. If we take our part in the cooperative world in raising the standards of living of the common man on all frontiers, as we are now doing our part in preserving his freedom, then the demand for consumers' goods will be greatly increased by a foreign market. But even this will leave gaps. If we maintain the machine efficiency and the technological advances that we shall have made during the war, it will not be possible to employ all of our present employables and the several millions more that will have developed by the time the peace comes, in the production of material goods. But the raising of standards of living will increase other needs—needs that are not met by material goods.

Some years ago, someone, somewhere, I don't know who he was, suggested that we must make another classification of consumers' goods if we are to come to the right solution of the unemployment problem. In carrying out that suggestion, I classified consumers' goods under three heads: *imperishables*, including religion, education, art, music, literature, research, nursing, social service, philosophy, political organization, medicine; *semi-perishables*, including buildings, public utilities, machinery, automobiles, transportation equipment and all other durable goods; *perishables*, including most luxuries and the necessities—clothing, food and heat.

In order to make this classification helpful in leading to a solution of the unemployment problem, only this generalization is necessary: There never has been and never will be any over-production of the imperishables; in fact, there should not be, and in most fields of the imperishables there has not been, competition. Unfortunately, the American Medical Association seems to act as if there were competition in the field of medicine, but there need not be and there should not be. Just as more education increases the demand for education, so the more health we have the greater becomes the demand for the services of health. There never has been and never will be an over-supply of health.

Teachers are engaged in the production of the imperishables of life, in which there should not be any competition and in which there can be no over-production. Unfortunately, some people in education act as if there were com-

petition. They seem to forget that a victory for education by one institution or one individual, creates the demand for education everywhere.

The American people have developed an attitude toward public employees which is not conducive to efficient civic service. Public employees are often called pay-rollers, tax-eaters and parasites. There are cases where some public employees have acted in that way, for that is one of the diseases of democracy and not an expression of the value of public service. If the standard of living is to be realized, if the possibilities of an economy of abundance are to be achieved, we must have more people, not fewer, engaged in public service and in the production of the imperishables of life. In a program geared to that end we shall have many more teachers, many more nurses, many more social workers, many more people engaged in social research, many more landscape architects, many more people engaged in the job of making this a healthier, a safer, a more beautiful world.

We want a world that recognizes the worth and dignity of labor. This is saying that we want a world that recognizes the worth and dignity of the common man. For by the common man, I mean all those people who make their living by productive labor.

I think that events in England indicate that a great change is coming over the people of England in their attitude toward the common man. If you had asked the average Englishman 20 years ago what in his mind was the source of strength of the Empire, he would, in all probability, have pointed to its aristocracy. Things have happened in England, and I am inclined to think that in answer to that same question, the average Englishman would say now that the strength of the British Empire (the strength that has carried it from Dunkerque through the blitzkrieg, past Singapore) to a changing tide in North Africa, resides in the character and courage and intelligence of the common people of England. That this has happened in England is evidenced by the recognition given labor in the government. America needs to follow suit. Labor has made many gains in recent years in America but is not yet receiving the recognition that it deserves in our democratic government.

We want a world of equality of opportunity. I shall refer to only two aspects of the realization of this ideal. We want a world that recognizes equality of opportunity in the matter of

health. If anyone had any doubts that there is in America a direct relationship between the physical condition of the members of families and the incomes of those families, this doubt has been dissipated by the results of the draft.

The second phase of equality that I shall emphasize is equality of education. If it is necessary to educate capable youth for war, is it not just as necessary to educate, at government's expense, capable youth for peace? The National Youth Commission found from studies made in the states of Massachusetts, Pennsylvania and Michigan that about 20 per cent of the high school graduates in those states in the year 1938 were deprived of the opportunity for higher education by economic limitations, and then through a series of tests this startling fact was found; namely, that these 20 per cent of the high school graduates were of better intellectual quality than the group that actually went to college.

If the strength and vitality of a democratic nation depends on the dignity, the intelligence and the character of its people, then no democratic nation can afford to allow any of its capable youth to be deprived of the possibility of higher education because of economic limitations. Let us hope that we will continue the practices developed in this war of educating capable youth at public expense.

We want a world free from race discrimination. America must see clearly that her diversity of race, color and creed is not a source of weakness, but in reality is a source of strength in that it produces a diversity of talent, ability and emotional attitude that results in a varied capacity to meet all the needs of a rich and developing culture.

One gain of the war will be a recognition, in the need for man power, of the value of every human being regardless of race, creed or color. These gains are much slower than some of us wish, as evidenced by the defeat of the amendment to abolish the poll tax, and by the slowness of our armed forces in taking advantage of the reservoir of manpower in our Negro peoples. Progress is being made and possibly we shall come to a better understanding of the richness and value of other races, whether their skins be yellow, black, brown or white. Possibly the necessities of war will paint us a different picture of these peoples than we have heretofore known.



THREE NEW FILMS dealing with nursery school problems, made by the British Film Service, and available at most 16 mm film distributors at low rental fees. Top: scene from *Mother and Child*. Lower left: scene from *Five and Under*. Lower right: scene from *Health and War*.

These films may be used by AFT locals, working with Civilian Defense centers and community civic groups, on the problem of providing nursery schools for children of women in war industries. The showing of these films, followed by a panel discussion, with representatives from different community agencies, will help to stimulate interest in the nursery school problem.

## Books and New Films

A special publication for teachers and school administrators entitled *OPA Bulletin for Schools and Colleges* was announced by Dr. Walter D. Cocking, chief of the Educational Services Branch, Department of Information, Office of Price Administration.

"It is our purpose," asserted Dr. Cocking in the January 1943 issue, "to incorporate in this bulletin content material, bibliographies, references, news items and other materials which will aid schools and colleges in developing a necessary wartime educational program.

"Specifically," he continued, "this bulletin will contain basic information on price control, rent control, and rationing. It will also include suggestions for school use and information of interest and importance to school officials, and the general public on these matters."

The January 1943 issue of the *Bulletin*, Dr. Cocking further pointed out, contains numerous items of interest and value to school people. "The Three R's of 1943," the lead article, commends American teachers upon their great contribution to OPA's programs of rationing, regulation of prices, and rent control, and calls upon them further to volunteer their time and talents not only in registering civilians for War Ration Book Two but also in instructing the public in ways of using this point rationing book to the best advantage.

To help inform educators of what various schools and school systems are doing, the *Bulletin* incorporates sections on "Colleges and Universities Mobilize on Home Front," "Educational Associations Stress Home Front Economies," and "School Systems Highlight OPA's Program." The first cites the specific activities of nine different colleges. The second mentions the wartime publications of four educational associations—the National Association of Secondary School Principals, Progressive Education Association, the National Council for the Georgia (Negro) Teachers and Educational Association. The third presents an annotated list of wartime publications issued by the state departments of education.

With reference to the current economic situation, the *Bulletin* presents a short account of changes in the cost of living, a graph comparing the cost of living in World War I and II, a report of savings to consumers and the government through price control measures, a cartoon on War Ration Book Two, and a picture-graph on organized car-sharing. Members of AFT interested in receiving the *Bulletin* are urged to write to Dr. Cocking.

The best sample kit of free and low-cost materials that we have seen is *Curriculum Bulletin Number 24*, edited by Hugh B. Wood of the School of Education of the University of Oregon. It contains a list of selected promotional materials from publishers of those materials. The cost of the *Bulletin* is 25 cents, plus 25 cents for postage.

AFT members may receive a 72-page booklet, *Negroes and the War*, by writing to the Office of War Informa-

THE KEY SOURCE OF MOVIES TO  
"HELP WIN THE WAR"

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A CHILD WENT FORTH

A beautiful film production for groups interested in nursery education, child welfare, educational methods and nutrition problems in wartime.

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tion. The six-page preface is written by Chandler Owen, well-known Chicago publicist.

By word and picture the booklet outlines the progress made by Negro citizens in recent years, in education, economically, and in the arts and sciences.

In a section called "The Young Generation on the Land," the booklet discusses advancements in elementary and high school education:

"In the 17 southern states during the year 1915 only 58 per cent of the Negro children between 6 and 14 were enrolled in school. By the school year 1939-40, some 85.9 per cent of the children between 5 and 17—a much-wider age range—were regularly in attendance. There were 2,174,260 in elementary school and 254,580 in high school. The number of youngsters in high school has more than doubled in 10 years."

The Office of War Information's Magazine Section will send, free of charge, copies of its new pamphlet, *War Jobs for Women*, which describes the need of government and of private industry for women workers and the opportunities for their training and employment. The pamphlet is intended as a "guide to indicate some of the employment avenues opening to women, some of the typical jobs in them, and some of the sources of further information."

When writing for the pamphlets mentioned above, also request from the Office of War Information its vest-pocket-sized publication on economic stabilization called *Your War and Your Wages*, which describes the responsibilities that wage earners, industry, farmers and the government must assume in building a war economy powerful enough to destroy the Axis.

The National Planning Association, 800 21st Street, N. W., Washington, D. C., has released a study which would be interesting to AFT members, entitled *The Economic Pattern of World Population*. It contains an important study, "Agenda for a Post War World," by J. B. Condliffe, who has been on the staffs of the League of Nations and the London School of Economics, and is now professor of Economics at the University of California.

The American Civil Liberties Union, 170 Fifth Avenue, New York City, has published a pamphlet, *Jehovah's Witnesses and the War*. A report especially important for AFT members is the third report of *Fortune* magazine, entitled "The Domestic Economy," published as a supplement to that magazine for

December, and containing a discussion of the kind of world *Fortune* wants at home.

All AFT members should study a ten-cent leaflet, published by the Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York City, entitled *Where Can We Get War Workers* by Sanford Griffith, a study of the results of a manpower survey in Baltimore.

The Public Administration Service, 1313 East 60th Street, Chicago, has just published "Manpower, A Summary of the British Experience," by Eric H. Biddle (75 cents). Also of interest to AFT members should be the new pamphlet of the National Council for the Social Studies, 1201 16th Street, N. W., Washington, D. C., entitled "Paying for the War," by Babcock, Jeffrey and Troelstrup (30 cents).

For those teachers especially interested in post war problems, the National Resources Planning Board has prepared (free) "The Future of Transportation." A poster of the nine freedoms mentioned in President Fewkes's January article may be obtained free from the same source. The American Library Association, 520 N. Michigan Avenue, Chicago, has prepared a bulletin called "The World Tomorrow." The National Geographic Society, Washington, D. C., has prepared a fine map of Asia for 50 cents. By sending 20 cents to *PM Daily*, Box 81, Times Square, New York City, you may receive 12 war-front maps, published in two issues, for Thursday, November 26 and Friday, January 1.

An overall eight page summary of consumers' problems for 1942, and a forecast for 1943 is to be found in the January 2 issue of *Bread and Butter*, 17 Union Square West, New York (5 cents).

### NEW FILMS

For the first time since 1924 the health film resources of the United States have been comprehensively surveyed, and the results have just been published in a pamphlet entitled "Health Films." It contains a descriptive list of 219 selected motion pictures, arranged under 38 subject classifications. The publisher is the American Film Center, 45 Rockefeller Plaza, New York City.

Bell and Howell Company announce the production of two new films: (1) "This Was Modern Poland," a ten minute, sound, black-and-white film, made just before the Nazi invasion, showing steel mills and coal mines; Gdynia harbor installations and town, farms, factories,

cultural and religious life in Polish republic, disrupted by the Hitler invasion; Polish retreat and courage for rebuilding. (2) "Liberia—Africa's Only Negro Republic," a ten minute, sound, black-and-white film. It shows the strategic situation of America's protege republic, equidistant from Brazil and Italy, its people, industries, schools, backward interior villages, relatively modern capital, government and army patterned after that of the United States. It is produced by Prof. J. H. Furbay of Mills College.

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What kind of a post-war world are we fighting for? For the old world of privileged minorities, rival imperialisms, mercenary balance of power diplomacy, and war and chaos again or for a **NEW WORLD MORAL ORDER**? What is the role and policy the U.S.A. must assume for the establishment of the **NEW WORLD MORAL ORDER AND PERMANENT PEACE**?

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## Labor Notes

### Wage Increases Distorted by Press

A number of daily newspaper columnists and chart-makers have been having a field day with the problem of the "new rich" (their phrase describing workers in war industries). Their thesis is that these workers in war industries are the group benefiting most by the increase in national income (because of the war) and therefore should be taxed heavily. Another favorite thesis is that this is our main problem in controlling inflation.

The assumption is that workers are receiving more wages for a given amount of product and thereby helping to force up prices. In short, the anti-unionists claim that workers are getting more wages for the same amount of work.

The total wages bill of the country has gone up rapidly. For example, manufacturers' payrolls (wages and salaries) on the basis of 1923-25 as 100, stood at 163 in September 1941 and at 215 in August 1942. It is to this total wages bill that the labor haters like to point. But they fail to report several important items:

1. There are more workers at work. With the average for 1939 as 100, the number of wage earners in all industries was 139 in October 1941 and 155 in October 1942. Many unemployed have been absorbed. Numbers of women have taken wage-paying jobs.

2. Workers are working longer hours than they did two years ago. Average weekly hours in all factories were 41 in September 1941 and 43 in September 1942, and much higher in war plants. The longer work day results in larger earnings. It also turns out more production.

3. The productivity of labor has increased. Just how general this increase may be it is hard to say, but in airplane, shipbuilding and other key industries, production per labor-hour has risen.

4. The total amount of production has increased. The Federal Reserve Index of Industrial Production, based on 1935-39 as 100, stood at 161 in September 1941 and 185 in September 1942. The figure for du-

rable manufactures was 205 in September 1941 and 266 for September 1942.

The wages total for a roller-bearing plant may double within the year, but if the plant had doubled its product, the labor cost per bearing has remained the same.

Figures on average hourly earnings in 90 industries, published by the US Department of Labor, show for September 1941—76c hourly; August 1942—86c hourly, or a 13 per cent increase. Hourly earnings for the same month were 88c and 97c for iron and steel; 59c and 68c for lumber; 85c and 86c for machinery; 82c and 95c for non-ferrous metals; 84c and 94c for chemicals; 66c and 73c for food; 63c and 79c for leather; 83c and 90c for paper and printing; 57c and 63c for textiles; 76c and 82c for construction labor; and 73c and 83c for railroads.

There are some variations in these wage rates, but on the whole they are surprisingly uniform. In most cases the increase in hourly earnings is less than the increased cost of living.

### U. S. Celebrates 100th Protective Law Anniversary

America's first direct protective labor law was enacted just one hundred years ago. It was in 1842 that Massachusetts, after a number of discouraging efforts to require limited education of employed children, finally adopted legislation prohibiting the employment of children in manufacturing establishments more than 10 hours a day if they were under 12 years of age.

This radical pioneer step was taken by Massachusetts after years of agitation. The law finally came in response to a petition signed by three bold citizens of Fall River. They pointed out that children of tender age were being employed in factories "for a number of hours which must be permanently injurious to their health and inconsistent with the education which is essential to their welfare."

Public opinion a century ago generally approved the "sun to sun" system of labor. Opposition to the 10-hour movement was much more formidable than the opposition presented decades later to the 8-hour movement. "The stern New England spirit, indeed, had invested 'industrious habits'—the habit of working continuously from morn till night with only time for meals—with the sacred character of a moral, if not a religious, precept."

But despite obstacles there were independent individuals who persisted in pointing out the evils of child labor. One religious leader sent a letter to a workingmen's convention in 1834 declaring "I would lay the most severe restrictions against parents selling their children as slaves to our large manufacturing institutions, and employing boys and girls of the tender age of 9 and 10 years to work in the noisy, and confined, and unwholesome atmosphere—from 12 to 14 hours per day."

Gradually, through persistent agitation, one step after another was taken in shortening the hours of labor until, in 1938, the Congress of the United States crowned all these century-long efforts with the adoption of the Fair Labor Standards Act. This legal abolition of child labor, and a basic 40-hour week with a minimum rate of pay in broadly interpreted interstate employments, did not come without many decades of preparation, and persistent efforts against stubborn obstacles of ignorance and greed. The first maximum hour law adopted one hundred years ago was the beginning of direct protective labor legislation in America.

### 'Fortune,' NLRB Show Workers Want Unions

*Fortune*, the rich man's magazine, which sells for a dollar a copy, conducted a survey to determine what workers are thinking about, and published the results in its January issue, with the conclusion that the average worker is "nobody's sucker."



The findings showed that the nation's toilers have not been taken in by the mass of anti-labor propaganda in the press and on the radio.

For example, over 66 per cent of the factory workers and 77.5 per cent of the transport and utility workers who were questioned expressed the conviction they would be earning less if there were no unions to protect their standards.

Among union members, the number who felt they would be worse off without unions ran to 84.2 per cent, and even among non-union workers, nearly half felt they would suffer wage cuts if there were no labor organizations.

Only 5.8 per cent of the factory workers quizzed felt unions were "bad and should be done away with." Among miners this percentage ran less. An overwhelming majority declared unions have done a good job.

Exclusive of personal service workers, who were described as divided in their attitudes toward unions, "it could be said that the consensus of labor is pro-union," the magazine admitted.

*Fortune* also cited the fact that while "in recent years a good deal of criticism has been published charging labor leaders with a variety of crimes," every group of workers "credits them with being more on the good side than the bad."

Another significant item in the survey, which *Fortune* buries near the end, is that union members earn an average of 60 per cent more than non-union workers. In other words—though *Fortune* doesn't say so—its own report proves union membership pays enormous dividends.

One of the most interesting items in the *Fortune* survey bears on the comparative intelligence of union and non-union workers. A test given to those questioned, asked answers to queries on topics of general information. Union members were found way-and-above better informed, more alert and more intelligent than non-union workers. In other words, the more intelligent and better informed portion of our working population, out of its own experience and by its own judgment, wants unions, cherishes and maintains them.

\* \* \*

Workers are selecting bona fide unions as their bargaining agency at the highest rate in history, National Labor Relations Board reports disclose.

During the past year, the Board said, nearly a million employees voted in 3629 collective bargaining

## Southern AFL Adopts Program

A 13-point declaration of principles aimed at the heart of the Axis was adopted unanimously at the final session of the AFL Southern War Labor Conference held recently in Atlanta, Georgia.

Highlighting the program was a strong plea for the abolition of the poll tax and for a "condition of absolute equal rights on job and job opportunities without any discrimination whatsoever between workers on account of race, creed or color." Other points were:

1. Reaffirmed labor's no-strike pledge, but warned employers against using this policy to ignore workers' grievances.
2. Called for adequate representation of labor on government war boards and war agencies.
3. Demanded that no anti-labor legislation be adopted by Congress or state legislatures.
4. Opposed compulsory savings laws, but pledged greater purchases of war bonds and stamps.
5. Designated minimum wages established under the Fair Labor Standards Act as substandard and asked for increases.
6. Urged organization of white collar workers.
7. Favored a postwar public works program to build roads.
8. Called for tight enforcement of child labor laws.
9. Asked continued support of the International Labor Office.

The program was drafted by a policy committee consisting of representatives of the 12 state federations present at the conference, an equal number of international officers, and nine Negro AFL leaders.

elections, or as many as in the entire first five years of the Board's existence.

American Federation of Labor, CIO, or bona fide independent unions were chosen by the workers in 85.4 per cent of the ballot box contests, the Board's roundup revealed.

Thus the figures, from a responsible government agency, again reveal that notwithstanding the ceaseless barrage from the anti-labor groups and their press agents about "domination by unionists," "trampling on individual rights" and other familiar expressions from such sources, the unorganized workers must at least have a faint suspicion as to who are their friends.

In the great majority of elections, it is again recalled, the participants are given free and unhampered opportunity to vote for "No Union" on the same ballot that they are asked to indicate, if they so desire, a choice between competing organizations for the right to represent them as collective bargaining agents. It is democracy in practice.



## CONTRIBUTORS TO THIS ISSUE

FRANK E. BAKER is president of the Milwaukee State Teachers College and a member of AFT.

JOHN L. CHILDS is professor at Teachers College, Columbia University, New York City, and chairman of the AFT Commission on Education and the Post-War World.

WARREN CREEL is Executive-Secretary of Duluth, Minn. Teachers Union.

JOHN M. FEWKES is national president of AFT.

EDMUND HOOSER is publicity chairman of Local 246, Chattanooga, Tenn.

IRVIN R. KUENZLI is national secretary-treasurer of AFT.

RT. REV. JOHN A. RYAN is director of the National Catholic Welfare Conference.

MARK STARR is educational director of the ILGWU and has been closely connected with WPA educational projects.

IRA S. TURLEY is president of the Chicago, Ill. Local

## Pittsburgh Membership Increases 40 Per Cent

**400** PITTSBURGH, PA.—The Teacher's Union has experienced a 40 per cent increase in membership since the beginning of this school year. Raymond R. Reed, newly appointed chairman of the Membership Committee, feels very confident that by the close of the school year the Pittsburgh Federation will have doubled in size. Mr. Reed would like to hear from other locals as to what approaches and procedures they use in building up their unions.

One of the best monthly bulletins put out by a local is the *Pittsburgh Teacher*, edited by Mildred I. Snodgrass, 2324 Freedom Ave., Pittsburgh. (Write for a copy.) The December issue of this bulletin was a 24 page booklet with a special cover and illustrations. Included among its materials are: a report of the meeting of the Executive Committee of the Pennsylvania Federation of Teachers; the president's message to the membership; reports on membership, the federation vacation plan, teachers and the selective service act, child welfare, tenure and sabbatical leave; and questions and answers about the wage freezing act as it applies to teachers.

\* \* \*

**511** EAST CHICAGO, IND.—The Salary Committee of the Union has submitted its report on salary increases for the current year. One hundred and thirty-six teachers received no increases, although the public press announced last summer that all East Chicago teachers had received increases in salaries for 1942-43. One hundred and fourteen teachers did receive increases.

The Union representatives last August requested that the \$100 additional revenue from the state for each teaching unit be awarded to each teacher as a salary increase during 1942. The superintendent did not recommend this increase to the Board of Education. The Union representatives also asked that the first pay check in September be for two weeks although school did not start until a week later than usual. This request received favorable action and all teachers received two weeks pay on September 18.

**437** TRENTON, N. J.—The Local has sent a bulletin to all teachers, administrators, clerks, janitors and other school employees, requesting them to urge the Board of Education to legalize the payment of a bonus of \$200, to be paid in four installments to all city employees whose annual salaries are

\$3,000 or less. Unless the Board passes a resolution granting the bonus and including the amount of bonus in its new budget for 1943, the bonus may not be paid.

The Union is therefore urging all school employees to write to the Board of Education at once, urging it to include the bonus in its new budget; to attend the Board of Education meeting on January 7 to show interest in the question, and to write to the City Commission urging it to include the bonus for school employees as well as for all other city employees in its 1943 budget.

Addie L. Weber, first vice-president of the Local and president of

## The Battle Hymn of Local 252 Milwaukee, Wis.

(To the tune of "Battle Hymn of the Republic")

To a dark and dingy workshop slaving sixteen hours a day  
Came the vision of a union with the promise of more pay,  
Shorter hours, clean surroundings and the flooding light of day  
To earn a living wage.  
Labor organized the union;  
Labor organized the union;  
Labor organized the union  
To earn a living wage.

Men thrill with pride at progress that their unity has won,  
Men who slump in vital weakness when they bargain one by one,  
Pressure groups that once oppressed them melt like snow before the  
sun,

They live democracy.  
Labor rising through the union,  
Labor rising through the union,  
Labor rising through the union,  
They live democracy.

In the teachers' federation there are people fair to see  
Who are solving common problems as they face reality  
Marching hand in hand with labor toward a new economy—  
Democracy for all.

Teachers rising through the union,  
Teachers rising through the union,  
Teachers rising through the union,  
Democracy for all.

Our several hundred locals working tens of thousands strong,  
Interfederated millions in a motley labor throng  
Wield a force for social justice that can right the grievous wrong.  
We love democracy.

Going, going on to victory,  
Going, going on to victory,  
Going, going on to victory,  
We love democracy.

OTTO W. TRENTLAGE

the New Jersey State Federation of Teachers, has been officially designated by the Trenton Defense Council to act as chairman of the Child Care Committee, to arrange for day care for children and for nursery schools.

\* \* \*

**2** NEW YORK CITY, N. Y.—Declaring that the demands of total war have created a situation in which the very survival of the liberal arts on the college level is threatened, the executive board of the Teachers Guild, in a resolution adopted December 19, called upon the Secretary of War to include in the army program for the colleges more of the liberal arts courses so essential for a well-rounded and competent citizen of democracy.

Copies of the resolution were sent to Paul V. McNutt, the Secretaries of War and the Navy, the Mayor, the Board of Higher Education, and to the presidents of colleges in the metropolitan area.

Outstanding needs of the schools that must be met if New York City's delinquency problem is to be faced courageously were outlined last week by Abraham Lefkowitz, legislative representative of the Guild. In talks with legislative leaders at Albany, the Guild spokesman stressed the following items in its legislative program: (1) A reduction of class size to manageable units, thereby making possible appointments of more regular teachers, using all term vacancies; the establishment of quota teachers, especially in underprivileged areas, and the gradual elimination of the so-called "excess teacher." (2) To make more appointments possible, to bring young blood and new ideas into the system, and to keep abreast of the social tendencies of the time, the Guild is introducing two measures. One provides for 65-year retirement on a gradual basis. The other provides that, should population decline require the placing of teachers on reserve, then those nearest in age to 70, who have earned a pension, should be placed on reserve first.

\* \* \*

**238** MINNEAPOLIS, MINN.—Officers for the year have been chosen by the Union. They are: President, E. Dudley Parsons, Jr.; vice-president, Emile R. Nowstrand; recording secretary, Harvey O. Jackson; financial secretary, Calyton Hutchins. Elected to the executive board were: Russell Rackett, Willard Horns and Willis W. Bradley. Delegates to the Central Labor Union for 1943 are: Evan Jones, Don Houck, Harley Girree, J. S. Drage.



BANQUET of one of the newly organized AFT locals, at Fort Wayne, Ind. The people at the speakers' table, which runs along the wall, are: (left to right) Earl Sterner, Helen Conley, Mrs. August J. Wiegand, August J. Wiegand, Gordon Fatzinger, Irvin R. Kuenzli, E. Robert Leach, John M. Fewkes, Joseph H. Plasket, Ray Sherman, Jesse Stutsman, Rev. LeRoy Geiger, and Charles H. McCormick.

## Fort Wayne AFT Holds First Annual Dinner

**700** FORT WAYNE, IND.—The Teachers Council was chartered in May, 1942. Organization of this group of teachers was made possible through the guidance and cooperation of Ray Sherman, Jesse Stutsman, and Cecil Kendrick, members of the Federation of Teachers, Local 519, of Anderson, Ind. Irvin R. Kuenzli, Secretary-Treasurer of the American Federation of Teachers, also acted in an advisory capacity in helping the Fort Wayne Local get started.

In the month of December, 1942, the Council held its first annual dinner at the Fort Wayne YWCA. One hundred and seventy-five teachers of the Fort Wayne school system attended.

John M. Fewkes, president of the American Federation of Teachers, and Irvin R. Kuenzli, secretary-treasurer, gave companion addresses. Mr. Fewkes spoke on "The Teacher's Role in the Battle for Democracy." Mr. Kuenzli spoke on "Labor and Education in the Battle for Democracy."

"It seems that the practical thing for us to ask teachers who are not indispensable to the armed forces to do is to stay on the job and take care of the children," Mr. Fewkes said. "Our first duty is to teach. There is little sense in winning the war only to turn the subsequent peace over to the mishandling of a degenerate youth."

"The preparation of our children for the tasks that lie ahead of them is only slightly secondary to the winning of the war. Education is the

hope of the world. Our schools must be kept open at all costs and they must be manned by the best possible teachers," Mr. Fewkes emphasized.

Mr. Kuenzli said, "Our deepest thoughts are for the young men who recently passed through the public schools of the nation and are ready to crush inhuman enemies of freedom wherever they exist. Through labor and education, we shall battle to create a society to which they may proudly return when the task before them is completed."

E. Robert Leach, financial secretary of Local 700, served as toastmaster at the dinner.

Talks were also given by Joseph H. Plasket, president of the Fort Wayne Teachers Council; Gordon Fatzinger, corresponding secretary; August J. Wiegand, a member of the Fort Wayne school board and president of the Fort Wayne Federation of Labor; and Charles R. McCormick, business agent of the Fort Wayne Federation of Labor, Local No. 616.

\* \* \*

Mr. John M. Graybiel, for several years president of the San Francisco AFT, died November 6. His Master's thesis at the University of California dealt with the history of the movement for trade unionism among groups of teachers. Eight years ago he was foremost in the movement to place teacher tenure in the constitution of California, a movement which failed because of the activities of the California Teachers Association.



OFFICERS who will head the newly organized AFT local at Council Bluffs, Iowa, are shown above. Standing in the back row, left to right, are Robert L. Thistlethwaite, executive secretary, Wayne Graybill, sergeant-at-arms, C. H. Carter, president, and Paul Dawson, chairman of the legislative committee. Seated, left to right, are Nellie Small, sergeant-at-arms, Nora Hooks, treasurer, and Christine Jasper, recording secretary. William N. Malony, elected vice-president, was unable to be present when the picture was taken.

## 50% of Council Bluffs Teachers Join Union

**738** COUNCIL BLUFFS, IA.—More than half of the 260 classroom teachers in the Council Bluffs, Iowa public schools signed as members of the Council Bluffs Federation of Teachers in January, 1943. Elected to head the organization during its initial year was Clarence H. Carter. William N. Malony was elected vice-president; Robert L. Thistlethwaite, executive secretary; Nora Hooks, treasurer; Christine Jasper, recording secretary; Nellie Small, and Wayne Graybill, sergeants-at-arms. These officers, together with the chairman of the legislative committee, Paul Dawson, will act as a board of directors.

The purposes of the group are: (1) mutual assistance and cooperation among teachers; (2) obtaining more rights or securing necessary legislation; (3) raising standards of teaching and acquiring the conditions essential to best professional service, and (4) promoting democracy in the schools so that pupils are equipped to take their places in the industrial, social and political life of the community.

The new federation will attempt to secure insurance and other plans to grant compensations during sick leave; to have group insurance plans for health, accident, hospitalization or death; and to secure a tenure

plan to rehire teachers who serve in the system ten years.

Council Bluffs is made up of many working people who belong to unions. Their children attend the public schools. What the teachers want is to work with these parents for the good of both. The members of the newly-organized local wish always to stress the necessity of human understanding. They want to have a genuine fellow-feeling for, understanding of, and sympathy with their patrons.

Teachers here have joined the Union to aid them to exercise fully their rights as citizens as well as teachers. As public servants they are eager to improve the educational facilities for the children and youth of this city. In turn, they desire better working conditions for themselves.

WILLIAM N. MALONY.

### DEADLINE

All locals are urged to send two copies of all bulletins and materials issued, and news about their activities, to the **AMERICAN TEACHER** by the fifth of each month. Glossy prints of members in action are appreciated.

## Saginaw AFT Appears Before School Board

**663** SAGINAW, MICH.—For the first time in history, a list of recommendations made by the AFT in behalf of the teachers was accepted and written into the minutes of the Board of Education of Saginaw. The Board received L. K. Mathews and Julius Dezelsky, representatives of the Union, who submitted the recommendations to them. Chester F. Miller, superintendent of Saginaw schools, spoke in favor of pay increases for teachers.

The recommendations submitted by the Saginaw AFT to the school board were as follows:

WHEREAS certain of the personnel formerly employed by the school board of the city of Saginaw are serving in the armed forces of the United States of America; and

WHEREAS these afore-mentioned individuals have no guaranty of employment on release from the armed forces,

Therefore let it be recommended that the Board of Education of the city of Saginaw notify these individuals engaged in the armed forces, by letter, to the effect that they shall be offered re-employment on their release from service in the armed forces at a salary equal to that which they would have received, including any increments or reductions, had they been employed by the Board of Education during the period which they spent in armed service.

WHEREAS many teachers do not take advantage of the sick leave granted by the Board of Education, of the city of Saginaw, and

WHEREAS teachers are often ill for a period in excess of that granted by the Board of Education of the City of Saginaw,

Let it therefore be recommended that the Board of Education permit sick leaves to accumulate to a total of thirty (30) days.

WHEREAS a rating system for teachers is used in Saginaw which determines the amount of increments,

Be it therefore recommended that the Board of Education of the City of Saginaw in the interests of better teaching, change its present system so that each teacher will have a published rating of the teachers in his or her building.

Be it also recommended that the Board of Education of the City of Saginaw furnish a Board of Appeals

for the teachers, and institute the Purdue system of rating for principals.

WHEREAS the general cost of living, according to the U.S. Department of Labor, has risen nationally approximately 20 per cent, and

WHEREAS the teachers in the city of Saginaw have received less than half enough increment to offset this increased cost of living; and

WHEREAS Governor Kelly has recommended salary increases so as to induce teachers to continue in the profession,

Therefore let it be recommended that the Board of Education of the city of Saginaw immediately increase the salaries of all teachers in their employment enough to offset this increased cost of living.

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**59** MINNEAPOLIS, MINN. — The Federation of Women Teachers sent a letter to the Board of Education, taking exception to a slur in the *Sunday Tribune* with reference to teachers' salaries. The letter began as follows: "The Minneapolis Federation of Women Teachers takes exception to the implications in the statement that 'Money talks and speaks a pleasant language,' in reference to teachers' salaries in the *Sunday Tribune* as of January 10. As a professional organization we resent the erroneous conception that the payment of full annual salaries is the principal objective.

"It would be unseemly if the teachers of Minneapolis were not vitally concerned with the welfare of the public schools to which they give the efforts of their working lives. It is because the Minneapolis Federation of Teachers is so vitally concerned that we wish to state some of the educational principles for which we stand."

The letter stated these principles, which included the recognition in teaching of the individual differences of the child; the maintenance of all servies for the child which are necessary for his mental, moral, emotional and physical development; democratic practices in the administration of the schools; rapport between the administration and the teachers, and a fair labor policy.

\* \* \*

**464** CHICAGO, ILL.—Chauncey L. Griffith, treasurer of the Local, gave a piano recital on December 6, for the benefit of the Union. Forty-five were present at the house, and the Union cleared 20 dollars. Claire Lyden was chairman of the affair.



THIRTEEN HUNDRED DOLLARS for the service men's centers raised by the Chicago Teachers Union at its annual card party, November 7, 1942. Left to right: Minnie S. Zearing, chairman of the Social Committee of Local 1; Mrs. Edward J. Kelly, accepting the check for the service men's centers; Ira S. Turley and Arthur W. Walz, president and treasurer respectively of the Local.

## Springfield Labor Helps Pass School Tax Increase

**601** SPRINGFIELD, ILL.—In 1933 teachers in Springfield taught for ten months and were paid for nine and a half months, thus donating, free, two weeks of work. Since then, Springfield has been on a nine months basis due to reduced income from decrease in assessed valuation of property. From time to time various efforts to raise salaries were made. A referendum to increase the tax rate failed three times before 1942. The Board of Education has been divided on whether or not the increase was necessary.

In 1942 Local 601 presented a petition to the Board, asking an increase of \$200 for each teacher. A conference was held between the Board members, officers of the Union and two lawyers. Three ways of increasing the income were suggested. After a three hour discussion, the meeting adjourned to a later date.

Soon afterwards, the superintendent asked that a committee of 25 be organized, representing each building, to consider a referendum to increase the educational rate. Ellen Rourke, as chairman of this group, asked the Board to approve the proposal for referendum, which it did. But when she asked them to endorse the increase and to show it was needed, the Board refused.

The committee contacted the Federation of Labor on the issue, but it decided not to endorse the measure unless the Teachers Union asked it to. The Union was also contacted by the committee, and it decided to

ask the Federation of Labor to help. At once help was given. President Sam Bonasinga of the Federation of Labor wrote R. E. Woodmansee of the Board of Education and asked that the Board go on record as asking the people to vote for the proposal. Mr. Woodmansee introduced a motion which carried without much discussion. The morning newspaper buried the motion down in an obscure column. Again, the Local got busy, and the evening paper headlined the motion.

The teachers received much support from political leaders. Teachers canvassed the town. Radio, leaflet and newspaper advertising, speeches by Board members, and moving pictures were used in the campaign. The results of the election were 18,000 for and 12,000 against. Labor supported the movement, even printing leaflets for distribution.

What will happen to salaries is not yet known. The Union has a committee working on an increase. Last summer the Board of Education inaugurated a policy for salaries that the Union has been proposing for years. It allows elementary teachers to reach the same maximum that high school teachers with the same training reach. The elementary maximum changed from \$1,530 to \$1,980. The school year of 1942-43 has been extended seven days; in 1941-42, teaching days were 175 out of 180; in 1942-43, they are 181 out of 187.

DOROTHY DUEY

## Two Harbors, Minn. AFT Organizes 100% Local

**737** LAKE COUNTY, MINN.—Various considerations prompted the application of Local 737 for membership in the AFT. There was a general feeling that as an unaffiliated group we could get no backing and accomplish very little. Two Harbors is a railroad town where unionism is respected. When we broached the subject of affiliation to members of the railroad brotherhoods, they assured us that they could have gotten nowhere without organization and that they were sure we could not either. The Duluth teachers in the thick of the fight over their Ging-Bunting case on the subject of tenure had affiliated. Floodwood Local 506 and the Duluth group were invited to send speakers to explain the benefits of affiliation to the Two Harbors group. Their arguments were most effective.

Perhaps the primary consideration which prompted the group to affiliate was the necessity for democracy within the school. Here was a group of teachers who had good ideas and could make recommendations of importance. What they were reluctant to do as individuals it would be easy to do as a group or a representative of a group. Furthermore, the feeling of solidarity which the organization gave them and the fact that they could depend for recognition and support of their ideas and needs upon the great body of fellow-workers in the AFL, both local and national, was a deciding factor. We knew that the AFT had a state and national education program which was sure of AFL support.

Like other workers the Two Harbors group also had the desire to improve its standard of living by securing adequate wage adjustments—necessary because of increased prices due to the war. Before the group was affiliated, no representative of the teachers had ever appeared before the Board of Education asking for a salary adjustment. We now have secured a small wage increase and are working on a salary schedule and sick leave regulations.

Then, too, the Association had a sincere desire to improve conditions other than their own. We have a school betterment committee which is working now on a new grading system and will make other recommendations as the need arises. We shall study local, state and national

school finances and general educational improvement.

Membership in Local 737 is 100 per cent of all the eligible teachers of Two Harbors. This makes group action very effective.

WILLIAM HOUSE

\* \* \*

**89** ATLANTA, GA.—Dr. Ralph Tyler, chairman of the Department of Education of the University of Chicago, addressed the Fulton County and Atlanta locals on January 8. Hilda Taba, member of the Education faculty at the same university, also spoke at this meeting. Both are AFT members.

W. C. Bull was elected treasurer of the Local at the December meeting, to fill the place of Joe C. Harvard, who resigned upon going into the armed forces. Mr. Harvard is a first lieutenant, stationed at Camp Forrest, Tenn.

\* \* \*

## Calumet City, Ill. Wins Pay Increase

**658** CALUMET CITY, ILL.—A substantial bonus was recently granted to the teachers of Thornton Fractional Township High School, Calumet City, through the efforts of the Teachers Union, headed by Katherine Brazill.

The original request to the board suggested two plans: a blanket bonus of \$200 worth of war bonds, and one graduated according to the years of service at the school, with bonds of denominations of \$100, \$150 and \$200.

In its letter to the board, the research committee was specific in pointing out the rising cost of living and the decrease in teachers' incomes due to increased federal taxes.

The board in its final decision agreed to a cash compromise giving \$150 to teachers with ten years or more of service at the school; \$100 in cash to teachers with from five to nine years of service; and \$50 to the other teachers.

Before the board could issue the checks, the bonus measure had to be approved by the War Labor Board. The officers of the Union looked after this matter, also.

The bonus checks are coming in two installments—one at Christmas time and the other at the conclusion of the school year.

**200** SEATTLE, WASH.—Men and women members of the Local are engaged in many kinds of war work. A few of the branches in which both men and women are engaged are medical unit training, air raid wardenships, collecting war chest money, standard first aid training, instructions in first aid, being in charge of adult recreation and rationing of sugar and gasoline.

In civilian service the men are working in the quartermaster's depot, with the auxiliary police, in government work of secret nature, in defense industries—aircraft and shipbuilding, on federal housing projects.

The women are working for the interceptor command, in the procurement division, on county nutrition committees, in the canning centers, in home nursing and at Red Cross centers. D. A. McEacheran, Norman Webb and Stanley Kimball are in military service.

\* \* \*

**377** BUFFALO, N.Y.—The Buffalo Union submitted to the Buffalo Board of Education a resolution, at the Board's special meeting on the budget, January 16. Spokesmen for the Union's delegation attending the Board session was President Max Bromer.

The text of the resolution is as follows:

WHEREAS, the rise in cost of living and other factors have reduced the real remuneration of employees of the Board of Education to the point where it has become impossible for large numbers of them to maintain an adequate standard of living, and

WHEREAS, this situation is constantly becoming more acute, and

WHEREAS, the continuance of this situation may force employees, particularly in the lower paid categories to seek employment elsewhere, thereby causing undermanning in fields of essential operations which in turn may lead to an emergency similar to that now existing in the Streets Department,

Therefore be it resolved that the Buffalo Teachers Union state its appreciation to the Board of Education and to Dr. Bapst, Superintendent of Schools, for proposing a budget which will maintain all services and compensations for the year 1943-1944, and

Be it further resolved that the Buffalo Teachers Union request the Board of Education to increase its proposed budget in order that all employees may be given a war adjustment of \$300.

## Union Sponsors Forum Speakers

**571** MAYWOOD, ILL.—Among the outstanding opportunities offered by AFT locals to their members, is the West Suburban Forum, a Union-community project. Helen Kirkpatrick, London correspondent of the *Chicago Daily News*, was the first speaker, on November 18. She told of changes in viewpoint and of changes in fact in a non-static Britain fighting for survival. Refugees arriving in England from the continent, persons formerly wealthy, now possessing only the clothes on their backs, yet happy to be alive and to be there; 300,000 nurses and aides, 200,000 of them working ten hours a day without pay; families with large commitments faced with an absolute limit to \$25,000 a year income, spending their capital; labor unions not striking but demanding compulsion by the government—these were some of the views of England which she showed.

On December 8, Canfield Cook addressed a large audience in Morton Auditorium, as the second number on the Forum. He spoke on air power and showed pictures in technicolor of air force training going forward in Canada. The audience, which included many students, gave him a real question period.

Margaret Bourke White, leading photographer, spoke on the Forum on January 4.

Lillian Herstein addressed a meeting of the West Suburban Teachers Union on January 17.

Featured in the Local's *News Letter* for December were two very interesting letters from Union members, who are now in branches of the armed forces. Seventeen members of the Morton section of the AFT joined the armed force.

Superintendent Maclean of the Morton schools expressed the belief that the Morton teachers will soon equal Oak Park in salaries, as they now equal Oak Park in work and in results achieved.

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Photograph by Katharine Beckman

**GARY AFT's NEW HEADQUARTERS:** Rented in 1942 by Michael Verkuilen, president, with the help of Lester Cunningham, drafting teacher, the office has proved most popular with and helpful to Gary AFT members. A cooperative construction crew of Union teachers built all the partitions and installed bulletin boards and counters during two nights' work. The Credit Union moved in shortly after, and shares expenses with the Local. The new office is now loan headquarters for school employees as well as War Bond Sales Department. Teachers are now taking turns at putting up window displays, with the help of students in Gary.

## Bayonne, N. J. Local Reaches 190 Mark

**729** BAYONNE, N.J.—The first regular meeting, since the inauguration of its officers on December 6, 1942, was held by the Teachers Union Sunday, January 10, with Michael J. Keating, president, presiding. John J. O'Connell, chairman of the Membership Committee, reported the total number of members as 190, making it one of the largest Union groups in the state. Twenty-four new members were admitted at this meeting.

The president reported that the Central Labor Union of Hudson County has pledged support to the AFT on the following issues: (1) to see that adequate local school revenue is provided, and to prevent the curtailment of educational facilities; (2) to secure Boards of Education on which labor and the teachers are adequately represented; (3) to make surveys in conjunction with other

civic and educational groups, to determine the needs and make application for the necessary funds for the establishment of school nurseries to care for the children of parents employed in war industries; (4) to establish teaching on a sound basis of decent compensation in order that the ablest and most self-respecting may be the teachers of the nation's children; (5) to plan for retraining persons in the armed forces and war industries at the conclusion of the war; (6) to plan for vocational and economic rehabilitation; (7) to support the retirement bill as proposed in the state legislature, whereby the retirement age limits of teachers will be raised from 62 to 65 years.

John Connors, AFT national organizer, spoke to the Bayonne Teachers Association on January 7. Many members were converted to the Union as the result of his talk.

## Secretary-Treasurer's Page

### Child Labor In the Present Crisis

ONE of the most serious problems facing education in the United States today is the nation-wide movement to relax child labor standards and permit employment of children in industry and agriculture. There is imminent danger that the excellent progress in recent years in eliminating child labor may be sacrificed needlessly to the war effort. There is cumulative evidence that America may make the same tragic and costly mistakes in the care of its youth in war time which have been made in England during three years of total war.

For many years social, religious and labor organizations have waged a never-ending battle to take children from sweatshops and place them in the public schools where the children of a democracy should be. It was the labor movement, however, which was largely responsible for the success in eliminating child labor before the entrance of the United States into World War No. II. The United States Department of Labor reported a few months before Pearl Harbor that child labor in American industry has been reduced 75 per cent by state and federal wages and hours laws enacted largely by organized labor. This fact, although unheralded in the nation's press, represents one of the outstanding contributions of organized labor to American education in recent years.

The American Federation of Labor, alarmed by the upsurge of child labor throughout the nation, unanimously adopted the following resolution at the 1942 convention in Toronto:

WHEREAS, There is a nation-wide movement in the present crisis to abolish or amend child labor statutes in such a way as to permit children to leave the public schools and secure employment in industry, and

WHEREAS, There is evidence that employers in many communities desire to employ children as a source of cheap labor rather than because of absolute necessity caused by economic conditions incident to war, and

WHEREAS, The employment of children in industry in England during the last three years of total war has resulted in such a tragic increase in child delinquency as to threaten the very foundations of democratic government, therefore, be it

*Resolved*, That the American Federation of Labor insist that children shall not be employed in industry until thorough research and investigation have proved that all other sources of manpower and womanpower have been completely exhausted and that child labor is absolutely essential to victory, and be it further

*Resolved*, That when and if it becomes necessary to employ child labor in industry, the working conditions and educational facilities of children shall be subject to rigid controls established and supervised by experienced teachers or other persons adequately trained in the care of children.

Regarding the importance of this resolution, Kathryn Lenroot, Chief of the Children's Bureau of the United States Department of Labor, recently wrote to the Secretary-Treasurer of the AFT as follows:

"I have read with great interest the resolution on child labor . . . This resolution will be most useful. I agree with you about the seriousness of the situation and the necessity of marshalling all of our resources toward dealing with it."

The timeliness of this resolution is emphasized by the fact that certain influential publishers have initiated a national program of employing children from 13 to 17 years of age—not only in the field of publishing, but in industry in general. Extensive publicity materials are already in preparation by the sponsors. Although full information regarding the details of the program are not available at the present time, suffice it to say that labor and education may well be alert to developments in the employment of children.

No one can deny that it is far better to win the war with the use of child labor than to lose the war. The important consideration is whether the use of child power is *absolutely necessary* to victory or whether children are being exploited to maintain profits or to produce luxuries for adults. In a civilized democracy, children are not expendable. The strength of America tomorrow will depend on the treatment and training of the nation's children today. The position of the American Federation of Labor in this matter is economically and socially sound in demanding that when and if thorough research indicates that child labor is absolutely essential to winning the war, the conditions of employment shall be under the supervision of teachers or other persons trained in the care of children. Only in this manner can the education of children be protected and the work program properly correlated with the school program.

IRVIN R. KUENZLI.

THE AMERICAN TEACHER

## President's Page

### AFL's Southern Conference

ON JANUARY 16 and 17, Secretary-Treasurer Kuenzli and I attended the Southern War Labor Conference of the American Federation of Labor at Atlanta, Georgia. We did so at the request of Director of Organization, Frank P. Fenton, and George L. Googe, the southern representative of the American Federation of Labor.

Addresses of welcome by local officials on Saturday morning gave evidence that the American Federation of Labor is thoroughly appreciated and respected in the state of Georgia. The address by Governor Ellis Arnall of Georgia left me feeling that the people of Georgia made a very wise choice at the last gubernatorial election. Governor Arnall seems to be a keenly intelligent, socially-minded individual with a thorough knowledge of the labor movement and with a very intelligent attitude toward public education. The director of the Labor Production Division of the WPB, Wendell Lund, and the director of Labor Relations for the National Maritime Commission, Daniel Ring, made very factual and informative addresses.

Saturday afternoon, President William Green, Joseph McDonagh, secretary of the Metal Trades Department, Harvey Brown, vice-president, I. N. Ornburn, secretary, Union Label Department, all of whom are of the AFL; Admiral Clark H. Woodward of the United States Navy; and Fowler Harper, vice-chairman, War Manpower Commission, spoke on the AFL's participation in the war effort and made many concrete suggestions about labor's continued and accelerated participation in the war effort.

Over 850 people attended the dinner meeting on Saturday evening. This exceptionally fine social affair was handled largely by members of the Atlanta Public School Teachers Association, Local 89, of the American Federation of Teachers. Preston Arkwright, president of the Georgia Power Company, gave a witty and straight-to-the-point talk on the value of labor management cooperation. Governor Arnall spoke and then introduced President William Green.

On Sunday morning, the song service by the cadets of the Salvation Army Training College was followed by a devotional service and sermon

by Dr. Joseph A. Smith, pastor of the Glenn Memorial Methodist Church and former chaplain of the Mississippi State Federation of labor. Addresses by Col. A. Robert Ginsburgh of the War Department, L. Metcalfe Walling, director Federal Wage Hour and Public Contract, Matthew Woll, vice-president of the AFL, and James A. Landis, director of the National Office of Civilian Defense, kept the delegates from the eleven states interested and inspired.

On Sunday afternoon, the report of the policies committee was followed by discussion and the adoption of southern labor's war program. In this program, the southern conference promised to increase their efforts toward war production and labor participation in all war activities and pledged support to any necessary regulations or rationing designed to speed the war effort. The subjects of coordinating all organizing activities in the south and all national and state legislative activities and the promotion of cooperation between trade unions and management in southern industry were thoroughly discussed and plans laid to carry out the suggestions made.

I have gone into the program at some length because of the fact that our Atlanta Local had a great share in organizing the program and in handling the conference itself. It is very apparent that the central trades and labor body in Atlanta, the Georgia state AFL, and in fact the entire citizenry of the state, thoroughly respect and admire the officers and membership of this fine AFT local. Ira Jarrell, president, G. Y. Smith, Roy Davis, and other members of the Executive Board of Local 89 were very active during the conference. It was very evident during the dinner meeting on Saturday evening that they were held in high regard by the governor, mayor, and other city officials, and particularly by the members of the Board of Education of Atlanta who were nearly all present. The Atlanta Local has been very successful in maintaining its public school system on a high level and in securing for its teachers a 10 per cent bonus over their basic salaries to meet the increasing costs of living. In many ways, our Atlanta Local could serve as a model for the locals of the rest of the country.

JOHN M. FEWKES

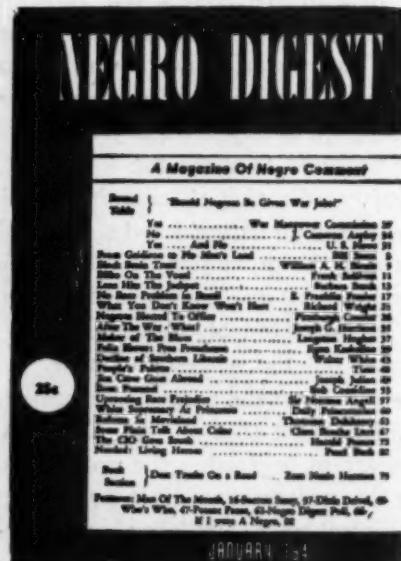
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